DOCUMENT RESUME

ED 322 389 CE 055 579

TITLE	Country Learning. A Development Worker's Guide to Supporting Unwaged Rural Learners.
INSTITUTION	National Inst. of Adult Continuing Education, Leicester (England).
SPONS AGENCY	Department of Education and Science, London (England).; Training Agency, London (England).
PUB DATE	89
NOTE	66p.; A publication of the REPLAN Programme. For related documents, see CE 055 576-581.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Education; Adult Educators; Change; *Change Strategies; Foreign Countries; Occupational Mobility; *Program Implementation; *Rural Development; *Rural Population; *Staff Development; *Unemployment
IDENTIFIERS	*England

ABSTRACT

This guide is intended for adult educators who work with the unemployed in rural communities in England where demographic change, job mobility, decline in rural employment and population, scattered education provision, poor facilities, and transportation problems combine to complicate the work. It is particularly designed for staff developers working with rural development workers. The material is presented in three sections: (1) rural life, including the changing picture in rural areas, community and personal development, changing ways of working in education, and the environment; (2) managing change in rural life, including collaboration and partnership, working with unemployed people, responsibility for change, personal effectiveness, and skills development for the adult educator; and (3) practicalities for adult education programs, including effective working, handling publicity, organizing an event, funding, finding out research and statistics, and contact. The guide provides a framework for setting goals, evaluating personal work plans, and planning future actions. Checklists and resource lists are provided in each section. The guide concludes with a 4-page listing of sources of useful information. (CML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED322389

Country Learning

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A L Brown

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Country Learning

Country Learning

First published by
the National Institute for
Adult Continuing Education,
19b De Montfort Street,
Leicester LE1 7GE.

© NIACE 1989

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission in writing of NIACE.

Resources FOR COMMUNITY EDUCATION

Edited, designed and produced by the
Community Education Development Centre,
Lyng Hall, Blackberry Lane,
Coventry CV2 3JS.

Printed and bound by Stanley L Hunt Ltd, Rushden, Northants

CONTENTS

Country Learning

Rural life — a challenge of change

1 **Rural areas:** a changing picture 7
2 **People:** community and personal development 10
3 **Education:** changing ways of working 14
4 **The environment** 19

Rural life — managing change

5 **Working together:** collaboration and partnership 23
6 **Overcoming barriers:** working with unwaged people 27
7 **Voluntary action:** responsibility for change 31
8 **Personal effectiveness:** handling stress 32
9 **Your skills development** 36

You and rural life — practicalities

10 **Effective working** 40
11 **Handling publicity** 42
12 **Organising an event** 48
13 **Funding** 52
14 **Finding out:** research and statistics 53
15 **Contacts** 57

Preface

Since its inception in 1984, the objectives of the REPLAN programme have been to improve, increase and extend the educational opportunities available to unemployed adults. To this end REPLAN encourages providers of education and training to review, adapt and change existing activity in order to meet changed community demand.

Dramatic improvements in the scope and quality of learning opportunities available to unemployed people can often be made by individuals or small teams of workers in a local area. A significant part of REPLAN's role has been to provide staff development and support for the development workers, tutors and outreach staff who are directly concerned with planning, creating, improving and sustaining learning opportunities for unemployed people on a local basis.

The material in this short guide has been designed for REPLAN as a staff development tool for face-to-face workers in rural communities, who on the whole have even more acute problems than their urban counterparts in tackling their central task. Demographic change, job mobility, decline in rural employment and population, scattered provision, poor facilities and transport difficulties all combine further to complicate the work in rural settings. Added to this it is clearly more difficult to achieve economies of scale (for instance, in reaching a "viable" class size) and to compete for scarce funding.

REPLAN has always advocated and fostered collaborative approaches to the development of learning opportunities involving co-operation not only between educational agencies and institutions, but also across sectors. In a rural area, there may simply be no other practical way to approach community development work; and effective collaboration also means more effective use of total resources.

This material focuses strongly on collaborative methods, practical approaches and further sources of information, advice, training and resources. It will be found most useful by staff developers working with rural development workers and the checklist format adopted is designed to facilitate its use in this way. Individual workers may also find it useful as a framework for setting goals, evaluating personal work plans and planning future action. For either group of users, it is most likely that the material will be dipped into according to immediate needs, and for this reason it is deliberately presented in short, discrete sections, with cross-references and reference lists at the end of each — although it can also be read as continuous text if the reader prefers it.

NIACE REPLAN is grateful to all those who contributed to the preparation of this handbook, and in particular to Moira Stone and Margaret Purdey. Our thanks also to Ceri Black, Sarah Buchanan, Isabelle Collins, Vanessa Davis, Arwel Jones, Nick Meyer, Andrew Nash and Ian Scott for their contributions and advice.

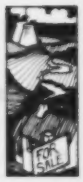
Tony Uden
Head of Unit, NIACE REPLAN

RURAL LIFE

A challenge of change

RURAL AREAS

A changing picture



1

Rural areas tend to be popularly associated with romantic stereotypes of good health and rosy complexions, together with nostalgic and unchanging images of wildlife and agriculture. These bear little resemblance to the reality, which is characterised, in part at least, by continuing change, and by uncertainty and deprivation.

"I want to carry on living here – it's where I was brought up and where my family live – but there aren't any jobs."

"We thought we'd like to retire here and that I'd get a little job to help us out financially. But it hasn't turned out like that."

"The place has changed completely. I hardly know anyone now. People come and go and the farms have changed beyond recognition."

The social profile of communities is changing. Unemployment has meant that fewer people (particularly the young) are moving away from rural areas. Meanwhile, in small towns and larger villages people are moving in either as commuters getting away from the city, as they take early retirement, or as they purchase second or holiday homes.

Patterns of rural unemployment are changing. Rural areas have been affected by economic recession and by fundamental change in agricultural policies.

- Rural areas have long been familiar with underemployment and unemployment through the seasonal nature of work in agriculture and at the seaside. But despite this familiarity, people hold negative attitudes towards unemployment.

- Few women are in full-time employment. However, they tend not to register as unemployed, because available work is too far away, or travel too expensive.

- Rural wages are below national averages. The lowest wages are to be found in farmwork, horticulture, food processing and service industries like catering and tourism.

- Low pay and underemployment mean financial hardship. A study of deprivation in 1981 in five varying areas of rural England found that 9% of the households interviewed had incomes below the DSS Supplementary Benefit level, compared with 4% nationally. 29% of individuals received low pay compared with 20% nationally. All in all, the research concluded that a quarter of households were living on or near to poverty levels.

- A single major employer may dominate the locality. This dominance can have a great effect on entire communities. Alternative jobs are often many miles away.

- Agriculture has become less labour-intensive. Small agricultural units often hide unemployment and underemployment in the family.

- Cheaper holidays abroad have made their effect felt on seaside resorts and country areas. A decline in tourism means fewer jobs and less money in rural areas.

- Traditional rural industries are in decline, especially mining and some types of quarrying.

- There is a lack of choice of employment.

The provision of services in rural areas is often poor. Essential services are increasingly centralised, with a knock-on effect on other services, as shops, schools, post offices, libraries and garages close. Getting to the centralised services can be difficult, if not impossible.

Finding housing is another major problem. There is a severe shortage of property to rent, and pressure on house prices from people moving into rural areas who can afford higher prices. Council house sales in rural areas have outstripped sales in urban areas, and tied accommodation is disappearing as the associated jobs go.

1

Change in your area

Economic viability is a source of strength and vitality within a community. If you are aware of how society and the economy are changing in your area, you will be in a good position to contribute when local feeling indicates that a local economic initiative could be of benefit. This feeling has often been successfully harnessed, using the variety of skills and know-how in the community.

For example:
— lobbying the planning and economic development departments of local authorities to convert buildings for use as small workshops in villages.
— forming local enterprise groups or agencies which can nurse developments along, offer advice for small businesses, manage small business premises and provide workshops to let.
— promoting new enterprises by initiatives like enterprise competitions.
— sharing professional skills, premises and other resources, and co-operating in networks, joint marketing and so on. The Women's Institute co-operative shops and markets, for example, have a multi-million pound turnover.
— using central government (often Training Agency) schemes to get things started.

- **Parish or community councils** can:
— identify redundant buildings and sites for workshops
— promote initial village appraisals or surveys of local housing needs
— support the development and implementation of schemes like these.

- **Landowners** can convert existing buildings into workshops, holiday cottages or other forms of tourist development.

- **One individual** can make a go of a business — often, but not always, with the support of the community.

- **Local housing groups** can build or convert affordable homes for local people, sometimes working with the National Agricultural Centre Rural Trust.

"We need to create jobs here, especially for our young people, or we'll end up just a community of 'oldies'."

"People think it's easier to be unemployed in a rural area. They say you can grow your own food and you don't have the stresses of urban living. You can't always. You do have the stresses, and then there are the difficulties of rural life on top."

"I've got a job but I can't afford to live here."

"Now that they've closed the local maternity unit it's 30 miles to deliver ... or the layby!"

Local action can generate business and employment, enhance the quality and quantity of employment choices for people and build on and develop existing skills. It is often small in size, takes things step by step and supports and builds on the ideas and aspirations of people in the area.

Small initiatives work. Many economic activities take place in small units, suited in size to smaller rural settlements and a smaller labour market.

9

1

Think about the social and economic structure of your area:

- What is it like?
- What is in it?
- What is missing?
- What have you seen change around you? In the last year?

  In the last two years?
- Is there a major employer? If not, was there a major employer in the past?
- Do women or men rely on low-paid, part-time work?
- Is there seasonal work, for example in tourism or agriculture?
- Has there been a sudden growth of 'new' work, for example new technology?
- Has the population changed with people moving in and out? In what ways?
- What are the implications of these changes for your organisation?

Find out more – not just from the first organisations and agencies which spring to mind. Look for solutions.

Resources

RURAPLAN: a negotiating exercise on economic and community development in rural areas (Mid-Wales Development and CRAC Learning Materials, 1988)

Rural Viewpoint Number 14, September 1985. Interview with Brian McLaughlin, on his study of rural deprivation (published by ACRE)

Youth employment and unemployment in rural England: report of a one-year pilot study in four rural areas for the Development Commission *Elliot Stern* and *Jill Turbin* (Rural Development Commission and Tavistock Institute of Human Relations, 1986)

The long-term unemployed — action for a forgotten million *Peter Ashby* (Bedford Square Press, 1985)

Out of town, out of mind: a study of rural unemployment *Simon Nicholson* (Leicester Diocesan Board of Social Responsibility, 1985)

Country work: case studies of local initiatives including community businesses, local co-operatives and networks (ACRE and The Planning Exchange, forthcoming)

Work for the countryside: how companies can help rural enterprise (Business in the Community)

14 Finding out: research and statistics
15 Contacts: who's who in the education world

PEOPLE

Community and personal development

2

Unwaged people are concerned not only about their job prospects. They are also concerned about their family, their health, their finances, their role within the community and their personal aspirations. Working effectively with them means working effectively with their families and communities. The same is true of improving learning and other opportunities.

"When the pit closed most of the people in the village lost their jobs. It felt like the whole community was falling apart. We all knew that it was having a bad effect on everyone and a knock-on effect on the life of the village. Although my job was to help those who had lost their jobs, it was the health of the whole community that I was working on ..."
Sudesh B, voluntary worker

"My priority at the time was to draw up a plan for vocational training for the usual target groups -- young people, people in employment, etc. But we talked to some of the local voluntary groups, the rural development worker and employers. Now we know a lot more about what the community hopes for the future and where we might see some employment potential. That's where we can help. It doesn't make any sense to me to work in isolation or to draw up artificial distinctions between one part of the community and another. We're concerned with the whole community."
Jane I, FE college vice-principal

This section is designed to identify some of the links between community and personal development. It shows how work on one can complement and support work in the other. It should help you to create a strong working framework by clarifying objectives, defining priorities and maximising existing knowledge and contacts.

One of the difficulties experienced by development workers in rural areas is distinguishing when and how focusing on a specific group is appropriate to an overall strategy geared to promoting broader change. How might work with individuals or a particular group contribute to the change experienced by the whole community? Try answering the questions below.

- What is the 'community' I work with?
- Does it see itself as a community?
- Do I work with the whole community? With individuals? With specific sections of the community such as the elderly or the unemployed?
- Could I work more effectively if I worked with other workers? With other groups or agencies?
- How do I see the aims of my individual work fitting into a pattern of development for the whole community?

Answering these questions may be difficult. Distinctions between 'our' areas of concern and those of other workers may be unclear. Alternatively, they may be too clear-cut to allow for more imaginative or 'unconventional' work. Clarifying areas of common ground and mutual interest, and having the capacity to meet different needs in single activities can be helpful in creating a rewarding and effective work strategy. It can also open up additional opportunities for the people you work with.

Working with a single group in the community or with just one organisation may prevent us from working effectively together as professionals, paid or unpaid. That limits our capacity to create or promote broader change. Recognising the community of interests between individuals can be the start of a more productive working strategy.

Communities comprise individuals who themselves have many different roles – parent, worker, district councillor, employer, consumer and so on. Some individuals can be readily identified by a key characteristic that attracts particular support or resources. That need not be a straitjacket for the worker, nor need it isolate people from their different roles within the community.

2

New allies?

1 **Look at the following list, and choose a group with which you don't have much contact. You can substitute a group of your own choosing if none of them is appropriate.**

- ❑ young mothers
- ❑ young unemployed people
- ❑ older people
- ❑ people living in a small hamlet
- ❑ single parents
- ❑ members of the local Women's Institute
- ❑ students of a rural adult education group
- ❑ unemployed people on a course at the local agricultural college
- ❑

2 **List all other agencies and influences they might come in contact with. For example, for young mothers you might list:**

health visitor / school staff / doctor / job centre / careers officer / women's group / friends / neighbours / relations / employers / college staff / local library staff / shop / post office / political group / advice workers

3 **Mark the organisations you have contact with in your different roles. What scope is there for collaboration? With whom? For whose benefit?**

2

Where do I fit in?

Creating a strategy for yourself is vital if you're not to lose sight of your aims. Identifying those you hope to work with helps to show possible new allies.

Deciding how to combine 'individual' and 'community' work will depend on your own job, your workload, your skills and your interests. Just remember that working with individuals is working with communities and vice versa. That's part of your job.

1 What is the aim of my job and how do I define it?

■ Is it rural regeneration? Keeping opportunities open? Improving choice? Providing informal adult education?

■ Who am I working with? Do I have one 'target group' or several groups?

■ Who are they? Unwaged people? Families? Older people? Community groups? Others?

2 Do I have a strategy to work to?
For example, a work programme, statement of values or list of priority groups?

■ What is it? How is it updated or revised?

■ Is it issue-based (for example, transport, shops, play)?

■ Is it based on the needs of individuals (for example, unemployed adults)?

■ Is it based on the needs of the whole community (for example, village halls)?

■ Is it based on the needs of part of the community (for example, the Old People's Day Centre)?

■ Do I see myself as working mainly with the group, or with the individuals that make up that group?

3 What are my objectives?

■ How is success measured? Through the process of work (for example, the building of the group, the individual's learning or achievement)? Through the end product (for example, keeping the shop or post office open, raising funds to support a local activity or cause, gaining a qualification)?

4 What methods do I use to make contact with 'clients'?
(Look back at the previous activity)

5 What other workers might share my concerns?

6 What scope is there for working together?
What scope is there for learning from each other?

7 How could I begin to exploit the potential for shared concern and for collaboration?

Working through this section may have helped you uncover areas of unrecognised common interests between different groups of people and different workers. If you want to adopt an 'open strategy' approach you will need to clarify your own aims and devise a plan of action for identifying both client and co-worker targets.

You might like to try the *'New allies?'* activity again, using a different group.

Here is a list of activities that allow different groups of workers to collaborate for their own and their clients' benefits. Tick any that you could use and add some of your own.

- ❑ Community appraisal
- ❑ Joint research
- ❑ Working together on issues of common concern, for example, housing, conservation
- ❑ Jointly-developed educational courses in rural areas
- ❑ 'Developing your community' courses
- ❑ 'Responsive college' courses
- ❑ Collaborative projects between different agencies
- ❑ Joint training and staff development
- ❑
- ❑
- ❑

Resources

REPLAN Rural needs bulletins Number 1 and 2. (REPLAN)

The local jigsaw: an information pack on village appraisals and parish maps *Tom Greeves and Rhys Taylor* (Countryside Commission and Rural Development Commission, 1987)

The local jigsaw/Y jigso lleol: community appraisals and local maps (Countryside Commission, Prince of Wales' Committee and British Trust for Conservation Volunteers, 1988)

Education for development in rural areas *Duncan Kirkpatrick* (Arkleton Trust, 1985)

Development work in rural areas *Sarah Buchanan* A set of brief notes – send a stamped, self-addressed A4 envelope (NCVO Rural Unit)

Doing through learning: a handbook for organisers and tutors of rural community development courses *Ian Scott* (ACRE, 1989)

15 Contacts: who's who in the education world

EDUCATION

Changing ways of working

3

This section (and section 15 *Contacts – who's who in the education world*) will bring you up to date with some of the changes occurring in educational services for adults and will help you make the most of what's available. It looks at how adult education and training can improve the welfare of individuals and the whole rural community.

Do you know:

- ❑ what courses are available locally to help the people you work with?
- ❑ where to find out this information?
- ❑ whether the Workers' Educational Association operates in your area?
- ❑ whether there is a Training Access Point (TAP) in your area?
- ❑ who is involved in planning and carrying out educational policy in your area?
- ❑ how the Education Reform Act will alter educational provision for adults?
- ❑ how employers are involved in education provision for adults?
- ❑ how many different types of courses are run by further education colleges?
- ❑ who are the voluntary education providers in your area?
- ❑ how the local education authority works with voluntary providers?

If you answered 'no' to two or more of these questions you might find it useful to go through this section and find out more about the provision of education and training for adults in your area.

What can 'education' do for the rural community?

Too often education is thought of only as something to do with schools and schoolchildren, or as formal courses organised by institutions, sometimes apparently for their own purposes. It ought to be seen as something useful for the whole community, to which we all have a right – even as adults – and which can take many forms, often highly informal and in the most unlikely situations.

"I wanted to help a group of parents living on a very isolated council estate. They were worried about the future of the village school and about work. I didn't feel confident to tackle all that myself so I got some help from the local WEA tutor. She ran a course called 'Your village – its future'. It was very successful. Many people from the village came along. Now they're doing another one on health. It's helped to bring people in the village closer together and closer to paid workers like health visitors."

Chris D, patchworker

"When the pit first closed the village went through a bad time. People really felt that the place was doomed. After we did our survey and began to look into the possibilities of some kind of tourist activity – industrial archaeology, that kind of thing – things began to look up. One of the first courses we set up was one to look at tourist enterprises. The college helped us and we were really pleased that quite a lot of people came along and stayed with us. Now we're moving on to different sorts of courses. I must say I didn't hold out much hope at first, but I've had to change my mind about it all. I'm sure now that it's going to provide some people with jobs and it's given people pride in the village."

Sudesh B, voluntary worker

Educational activity crops up in many forms in rural life and has the potential to provide support for communities in their development. This can be overlooked if it is seen as only school or course-centred.

3

1 All the following issues have educational potential. Tick any that are relevant to your work, and add some of your own to the list.

- ❑ Keeping the village hall open
- ❑ Developing a local transport system
- ❑ Providing services to elderly people in the area
- ❑ Setting up a mother and toddler group
- ❑ Improving health services in the village
- ❑ Attracting work to an area
- ❑ Conserving a local SSSI (Site of Special Scientific Interest)
- ❑ Improving local housing
- ❑
- ❑
- ❑

2 Map out how the educational elements of these activities could be developed. An example is given here.

Providing services to elderly people in the area

- Citizens' Advice Bureau worker identifies a number of welfare problems among elderly people
- Contacts local politicians and rural patchworker
- Voluntary action group is set up to visit and provide support
- One or two members of group begin to develop an interest in this kind of work
- Rural patchworker contacts health visitor about training for providing such services
- Health visitor suggests contact with local college
- College provides 'caring' courses but these are not appropriate at this stage and, in any case, are not at a convenient time
- College suggests they could provide a tutor to work locally with the group but there is still the problem of a suitable curriculum
- Advisory tutor in college hears about the curriculum problem and contacts patchworker to suggest an Open University course
- College offers back-up support for those who would like to follow course
- Meeting of college head of department, patchworker, local people and Open University representative, set up by college advisory tutor
- Open University material adopted by the group
- College maintains informal tutorial support with a view to arranging follow-up as required
- More people in village become interested and begin to join group
- Patchworker makes enquiries about co-operative development support from county agency
- Local group begins to talk about setting up a mobile community support co-operative that could be run on a non-profit making basis for elderly and housebound people in the surrounding villages.

3

Creating an educational network

Educational resources and know-how – materials, skilled tutors, workshops, equipment, and goodwill – can be tapped by other workers in collaborative activities. These can range from informal leisure or recreational classes through skills training to general education, offering the possibility of employment creation and pointing the way to new skills.

But it is essential to create a working relationship between the different agencies involved, to establish trust and to create a climate for negotiation, discussion and formulation of ideas. Developing an educational response to an environmental problem, or providing an educational solution to a community need requires an open, negotiated and mutually satisfactory process to take place between all parties involved, like the strategy suggested on this page.

Protecting and developing the local educational resources for adults in your area is critical now, as local plans for educational provision are formulated under the requirements of the Education Reform Act. Involvement in planning can be ensured through involvement of individuals on governing bodies of schools and colleges, and through consultation with local education authorities (LEAs).

Although training for employment for adults may be seen primarily as the responsibility of the Department of Employment Training Agency, the capacity and resources for this work exist in the broad education field, both in the further education sector, including the agricultural colleges, and in the informal educational activities of a wide range of agencies.

A strategy for creating an educational network

1 Make contact with other workers and explain your role and responsibilities.

2 Find out who provides education and training for adults in your area.

3 Look into the possibility of collaborating. Is there an educational component in your development project? Where could this activity lead?

4 How could that course fit the needs of clients / the village hall group / the mother and toddler group / the WI? How could it be modified to meet their needs and provide a new direction for the tutor to follow?

5 Look at the possibilities for joint training – you and them! Possibilities might include local further education college staff, women's institute voluntary education co-ordinators, local citizen's advice bureau staff.

6 Suggest an information exchange network – then follow it up with some suggestions for preliminary joint activities:

- taster days at the local college
- enrolment sessions at the village hall instead of the college
- educational advice sessions
- a trial course in the local pub – the only public room in the village
- taking a group of adults up to the college using the minibus to introduce them to what is available
- setting up an educational stall at the weekly market.

You may have other ideas for further action. All of the following informal educational activities led to the development of employment potential for some of the participants. However none of them was set up, in the first instance, with that in mind.

- A local history group
- An 'Understanding your pre-school child' course
- A community health group, set up by a development worker
- An allotment group, mostly redundant miners
- A young mothers' group
- A conservation group
- A village 'Festivals and fairs' group
- A housing association
- A village appraisal group

3

Economic and employment changes are live issues in rural areas, and effective use of educational resources is a key to helping people to meet these challenges. But how can effective educational help be provided in rural areas which are difficult to service? The inherent problems of distance, poor infrastructure, lack of transport and the low population density make it difficult to provide the same level or coverage of service that is possible in an urban area. Imaginative use of the resources available is necessary.

Flexibility, informality and imaginative use of the resources that are available in a rural area are ways of getting round the problem of low population density and apparent lack of local facilities. Local solutions will be best and it pays to make an inventory of possible facilities, people and agencies who might provide a resource. Use the checklist below as a starting point. Add others that are relevant to your situation.

"We tried a number of approaches in the early days – matching course times to bus times, using the library van to get information out to villages, but it was still difficult for people to get into college, particularly if they were out of work. Now we have tutors working in the villages, and we run a simple transport/lift-sharing scheme for people to come into college to use the workshops as they need to. It's far from perfect but we think it's helping."
Jane I, FE college vice-principal

"When we got our grant to set up a community transport scheme one of the first things we did was to look at how else we might use the vehicle. A friend who's a member of the Workers' Educational Association told me that they run classes in a village about four miles from here. It wouldn't have been possible to get there normally but with the minibus we've been able to arrange to do a 'WEA run' to the courses and back home afterwards."
Eddie F, district councillor

Facilities

- ❑ Private houses
- ❑ Village hall
- ❑ Pub
- ❑ Health centre
- ❑ National Park Centre
- ❑ School
- ❑ Agricultural college
- ❑ Seaside theatre
- ❑ British Legion
- ❑ Labour clubs
- ❑ Hotels
- ❑ Scout and Guide huts
- ❑ Church hall
- ❑ Chapel
- ❑
- ❑

People

- ❑ Postal workers
- ❑ Clergy
- ❑ Councillors
- ❑ Publican
- ❑ College staff
- ❑ Shopkeepers
- ❑ Local employers
- ❑ Women's Institute
- ❑ Young farmers' clubs
- ❑ Police
- ❑ Probation service
- ❑ School staff
- ❑ Farming unions
- ❑
- ❑

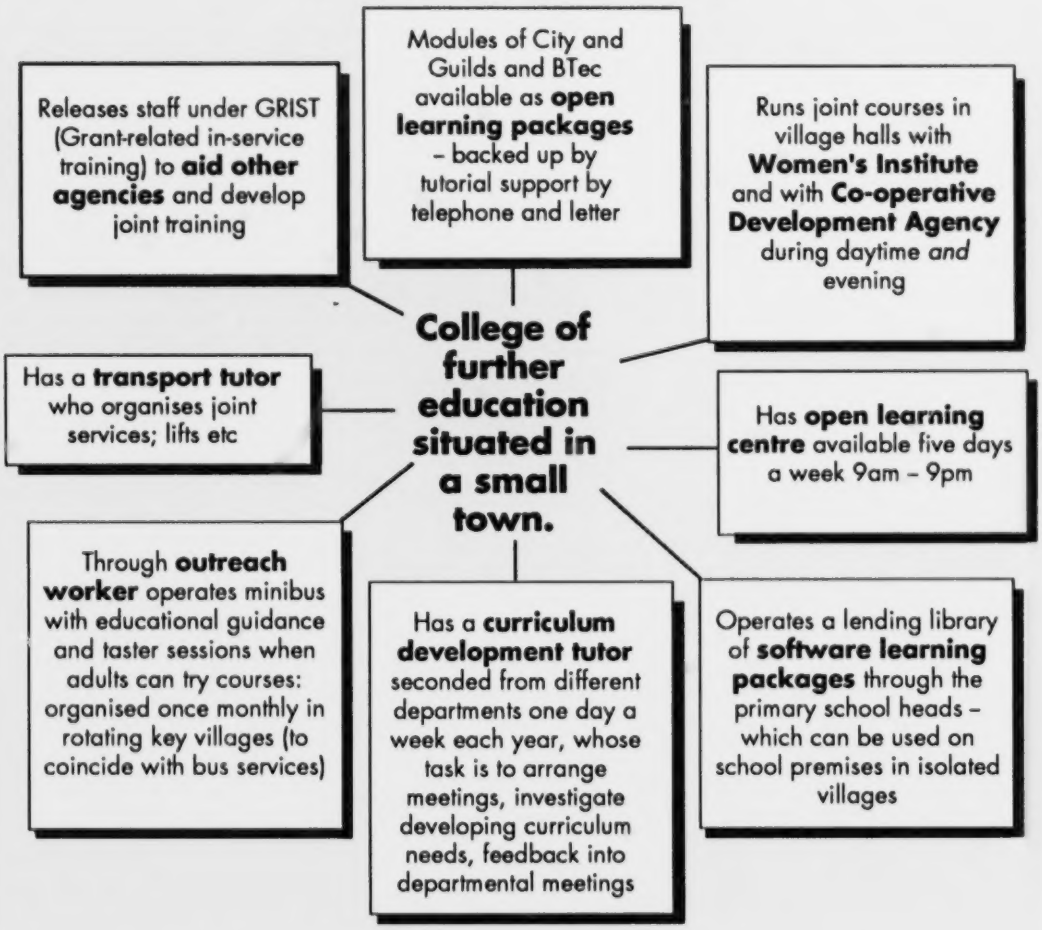
3

The ultimate development of this approach to providing education is open learning at its best. This relies on active and imaginative collaboration between different agencies, including the major education providers, to operate a flexible and responsive service that compensates for distance and isolation, and meets personal and educational needs that cannot be met through course and group-based learning.

Open learning offers maximum choice about timing, style of delivery (written, video, or face-to-face), organisation of curriculum (modules, accreditation of prior learning), and support systems (centre-, outreach or, home-based). The development of this kind of provision is enormously helpful in rural areas, where learning centres may be few and far between and where access can be highly restricted.

The model below gives an idea of how this can be developed. Try drawing up a model for your area.

Framework for open learning


College of further education situated in a small town.
Releases staff under GRIST (Grant-related in-service training) to **aid other agencies** and develop joint training
Modules of City and Guilds and BTec available as **open learning packages** – backed up by tutorial support by telephone and letter
Runs joint courses in village halls with **Women's Institute** and with **Co-operative Development Agency** during daytime *and* evening
Has a **transport tutor** who organises joint services; lifts etc
Has **open learning centre** available five days a week 9am – 9pm
Through **outreach worker** operates minibus with educational guidance and taster sessions when adults can try courses: organised once monthly in rotating key villages (to coincide with bus services)
Has a **curriculum development tutor** seconded from different departments one day a week each year, whose task is to arrange meetings, investigate developing curriculum needs, feedback into departmental meetings
Operates a lending library of **software learning packages** through the primary school heads – which can be used on school premises in isolated villages

15 Contacts: who's who in the education world

THE ENVIRONMENT

4

Why is environmental change of concern to an educationist or to a community development worker in a village? Because at all levels, from the global to the very local, our world is being subjected to far-reaching impacts, most of which can be traced back to people.

• **Over-population**
The world's population is now more than 5,000 million and expected to double over the next forty years. Most of this growth is occurring in the developing world, with poverty and famine all too often the result.

• **Waste**
Millions of tons of rubbish and toxic waste are produced annually and we are fast running out of safe and acceptable places for its disposal.

• **Loss of habitats and species**
The destruction of forests and other habitats is driving a hundred species of plants and animals to extinction every day. Tropical rainforests are especially threatened. In Brazil, for example, where large scale tree felling takes place to make way for beef production, up to 80% of the planet's species are estimated to be found.

• **Global warming** (otherwise known as the greenhouse effect)
Excessive carbon dioxide and other gases generated by industry and agriculture could warm the atmosphere by up to 5°C by the middle of the next century, causing oceans to rise and huge areas of low-lying land to become uninhabitable.

Local evidence

In our countryside, things are also changing. Major food surpluses within the European Community, the demand for building land, the growing awareness of the importance of nature conservation and the problems associated with rural depopulation are just some of the factors which are leading to major re-appraisal of the rural environment.

Farming provides an example. In some parts of the country, notably in upland areas, rural depopulation and the selling-up of family farm units as they merge into larger concerns, coupled with the usual problems associated with rural areas – remoteness, lack of services, sparseness of the population – make the picture appear particularly bleak. In the lowland countryside, the issues tend to be associated with large-scale prairie farming, pressure for development land and urban growth.

We now face a major revision of national and European agricultural policies. In the past these have concentrated almost exclusively on maximum productivity above all else, thus creating the agricultural surpluses and economic and environmental imbalances of the last decade. The Common Agricultural Policy in the 1970s, the introduction of milk quotas and now the prospect of 'set aside' policies (taking land out of production) indicates attempts at restructuring the farming industry towards a more balanced, and therefore more sustainable, approach to land use. For example, in certain parts of the country known as environmentally sensitive areas (ESAs), land owners are being encouraged by the Ministry of Agriculture to readopt skills associated with the management of traditional hay meadows and broadleaved woodland. This can help to keep skills alive, protect the landscape and wildlife habitats and provide an income base – all by means of a fairly simple adjustment to the grant aid system. 'Set aside' policies are an attempt at the same sort of thing, nudging landowners away from capital intensive agriculture towards restoring substantial pockets of the land to something approaching a more 'natural' landscape, where a managed countryside co-exists with a wide range of wildlife habitats and landscape features.

Other pressures

On such a crowded island (some 237 of us per square kilometre on average in the UK, and over 4,500 per square kilometre in Greater London) competing land uses are bound to occur. Some are well established, such as forestry, water management and the management of large estates primarily for hunting.

4

Others, such as leisure development, greenfield site factory development and house building are more recent products of change in general economic and social patterns, such as increased leisure time, a trend away from heavy manufacturing industry towards more high tech and service industries, and the unprecedented housing boom. The relaxation of planning controls as a means of dealing with these changes, particularly in protected areas such as green belts at one extreme and national parks at the other, can throw up a whole new series of disagreements and conflicts of interest.

Opencast mining is a possibility wherever an economically viable and available seam of coal, bed of gravel, outcrop of limestone or other suitable mineral is located. Long debates about the suitability of limestone quarrying in the Peak District National Park or the development of new opencast coal workings in Leicestershire fill many column inches in newspapers and magazines, and exercise the minds of planning officers, inspectors at public inquiries, countryside lobbyists such as the Council for the Protection of Rural England (plus its counterpart, the Council for the Protection of Rural Wales), the Council for National Parks and various 'friends of the threatened area' organisations.

We can all play our part

Green issues, the whole spectrum of global and local environmental topics, including over-population, waste, habitat and species loss, global warming and pressures on our countryside (not forgetting the acid rain debate, the effect of chlorofluorocarbons on the ozone layer, and so on) are no longer the preserve of committed environmentalists or weekend country folk. They affect all our lives in some way or other. An active interest can take many forms, from active campaigning, to the lobbying of policy makers, to adopting a more environmentally-benign lifestyle.

Waste paper collecting is one example. Newsprint demands vast quantities of trees (something like the surface area of Wales disappears in this way each year). This activity destroys habitats, removes the natural filters for carbon dioxide (trees absorb large amounts of this major contributor to the greenhouse effect through photosynthesis) and creates major pollution problems (pulp mills are notorious polluters of rivers). One way of reducing the problem is to set up a paper recycling scheme. Many local authorities now operate such a service by placing skips in convenient public areas. This sort of scheme can also be made to benefit the local community, with the proceeds from the waste paper collected being made available to local charities. Your village or community could have such a project and you could involve residents (young and old) in its development. In this way, a bridge can be built between addressing a major global problem and benefitting your local community. There is an almost endless range of other possibilities.

At the parish level, you could begin with the 'parish maps' or 'local jigsaw' approach, where you involve your community in making an inventory of and then mapping local environmental resources (using an imaginative range of techniques). Common Ground and the Countryside Commission will be able to give you some guidance. Once you have mapped the environment, you can then go on to develop a community checklist of protection measures, projects and other initiatives.

The strident and often articulate urban activist may be able to bend the ear of politicians (often with surprising success – note the 'greening' of the Government), but those who live in rural areas have an opportunity to join the debate and, in some ways, lead by their own example.

Informing and involving people

Unwaged people, often the least likely to be associated with organised groups, and their communities can be reached in a variety of ways. Those working with the unwaged can make use of a wide range of existing, and often cheap, resources.

Work through this list and see whether you can make use of, or work with, these resources and others like them in your area.

- ❑ Bodies such as the National Federation of Women's Institutes (NFWI) and the farming unions have very active environment offices who can lend a wide range of support to their membership. Similarly, the Workers' Educational Association (WEA) offers many local courses in countryside and general environmental subjects.
- ❑ Courses can be offered by unemployed workers' advisory centres which tackle issues, put people in touch with organisations (which can themselves become employers) and take them on field trips to places they may never before have had the opportunity to go.
- ❑ Organisations such as the British Trust for Conservation Volunteers often have local groups which conduct a variety of practical conservation tasks at little or no cost to the participant.
- ❑ Professional bodies such as the Institute of Biology, the Town and Country Planning Association and others can be encouraged to have an open door policy for their talks or lectures.
- ❑ Countryside agencies such as the Countryside Commission, Nature Conservancy Council and urban countryside bodies like the Groundwork Trusts offer a wide variety of free and inexpensive literature.
- ❑ Environmental pressure groups such as Friends of the Earth and Greenpeace also produce excellent teaching material and will often have local members willing to speak on a range of topics.
- ❑ You could set about compiling an Environmental Directory of these various organisations and individuals with resources you and your community could tap into. You can also consult a range of existing national directories.
- ❑ You can make use of the increasing number of rural current affairs programmes on television and radio and the back-up material produced for such programmes.
- ❑ The Open Tech and the Open University both offer courses in rural issues, new land uses and environmental matters (for example, the Open Tech's *Getting into rural tourism* open learning package and the Open University's continuing education course *The changing countryside*, in association with the Countryside Commission).

If you want to set up a local campaign or environmental group or project, an excellent starting point is *Holding your ground*, which is full of practical advice on conserving buildings, landscape and wildlife; organising local action; gathering, using and presenting information; finding your way around local government and fundraising.

Resources

Directory for the environment *Michael J C Barker* (Routledge)

Environmental directory (Civic Trust)

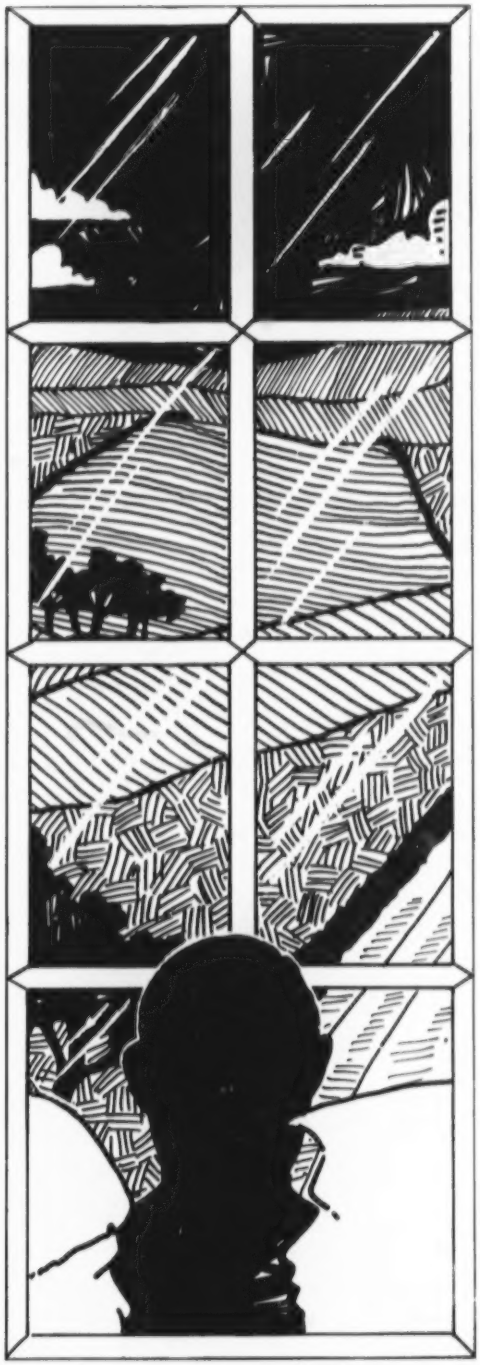
Heritage: a directory (British Tourist Authority)

Holding your ground: an action guide to local conservation *Angela King and Sue Clifford* (Temple Smith)

Shell Better Britain Campaign information pack (Shell Better Britain Campaign)

The countryside handbook (The Open University in association with the Countryside Commission and Croom Helm)

RURAL LIFE
Managing change



WORKING TOGETHER

Collaboration and partnership

5

Working with other organisations can produce more than the sum of its parts. It can lead to new ideas, more funding and support, and the difficulties are usually outweighed by the advantages.

Benefits of working together with other organisations

- It means a better 'fit' between changing needs and meeting those needs.
- Improving one opportunity for unemployed people in rural areas (like education) means other things have to be developed too (like transport and childcare). These developments will be easier to achieve when all agencies are co-operating.
- It prevents wasted effort and expense. Resources saved by effective collaboration are then free for other unmet needs.
- It increases other opportunities. Sharing information often produces new ideas, which in turn open up opportunities for unwaged people and their communities.
- It increases awareness (for example, of unemployment and its effects) and can change practices to the benefit of the unemployed.
- It can attract new funding.
- It influences others.

Notes of caution

- Effort usually has to be made to maintain effective and improved communication.
- Understanding and sensitive relationships with other organisations have to be developed.
- There are sometimes conflicts of interest between agencies with different objectives.
- It may not be a priority for already overstretched colleagues
- It can take up a lot of time and patience (for example, through travelling, informal contacts and background liaison) and can be unrewarding.
- Without a policy to underpin it, working together will not become a way of life.
- There is the cost of refreshments, travel expenses, meeting places, childcare support, directories, newsletters.
- There is always a danger of raising expectations that cannot be met.
- One way of working together (for example, networking, joint projects or sponsorship) won't last forever. New forms and priorities may be needed.

Remember, partnerships can be as long or short-lived as you need, depending on the purpose of the collaboration, which may change with time.

Who to work with?

Fruitful partnerships, with the education sector and many others, can and have occured between any (and all) of the organisations listed below. Tick the appropriate box if you are in touch with the following, and add any others.

Statutory organisations

- ❑ Local education authority
- ❑ Further education college
- ❑ County council
- ❑ District council
- ❑ Countryside Commission
- ❑ Nature Conservancy Council
- ❑ Health authorities
- ❑
- ❑

Voluntary organisations

- ❑ Women's Institute
- ❑ Round Table
- ❑ Rural community council
- ❑ Council of voluntary service
- ❑ Co-operative development agency
- ❑ Self-help groups
- ❑ Health and care groups
- ❑
- ❑

Private organisations

- ❑ Employers
- ❑ Big firms
- ❑ Media
- ❑
- ❑

Key individuals

Every area has them. Who are they in yours?

- ❑
- ❑
- ❑

Networking

5

One way of beginning to work together is by sharing information through networks. They are all around us and aren't always set up specially. A network is any kind of formal or informal organisation which exists to exchange information and experience and which may result in work on joint ventures.

A network can:

- provide mutual support and consultation (which can improve communication and the provision of services)
- gather and share information (which can lead to directories, guidance agencies and other local referral and access systems)
- promote advocacy and pressure group activity (which can result in support for new initiatives)
- encourage co-ordination and co-operation (leading to rationalisation of provision, the sharing of resources and joint ventures).

Case study of a REPLAN network – West Cumbria

West Cumbria is composed of two district councils, Copeland and Allendale, both dominated by redundant traditional industry, such as iron and steel manufacture and coal mining, against a background of rural isolation and the scenic beauty of the Lake District National Park – an area of contrast and paradox. The area is served by a further education college, which has always attempted to meet the needs of this diverse hinterland.

In 1986 a small group of people interested in developing more responsive provision for unwaged adults agreed to establish a 'network' of providers as a means of passing on information, increasing awareness and building co-operative ways of working. The enthusiasm for this kind of meeting from over forty different organisations in the area has been rewarded by several developments. ▶

Two years on, the network is changing its focus to act as a guidance network for adults, advising on opportunities and acting as an advocate in identifying alternative education and training needs and gaps in provision.

It is probably one of the most cost-effective and efficient ways of passing on information, minimising tensions between organisations, and developing collaborative partnerships for the good of the community.

- **A research project** into the needs of local unemployed people – which has provided a case for further funding from the county council in the form of Community Action Areas.
- **A staff development programme** for people working in the voluntary and statutory sectors.
- **An open learning project** which looks at different ways of supporting rural or isolated learners.
- **A directory of learning opportunities** updated by the Training Access Point (TAP).
- **Information days** in rural and urban villages.
- **A mobile publicity service** using the Library Service van.
- **A European Social Fund** project for sewing machinists and welders.

Who could be a partner?

5

1 Using the blank matrix provided, fill in the problem or issue columns across the top. A few examples have been provided. The previous sections of this book will give you some more ideas.

2 Then fill in the resources and possible pariner(s) rows down the side. Again, a few examples have been provided. Use the checklist you completed at the start of this section.

3 Consider where each row and column intersects — you may find that unlikely partnerships suggest themselves or that questions are raised in your mind about how and why there seems to be no connection.

Problem/Issue ▷ / **Resources** ▽	Distance/Transport	Housing	Isolation	Poverty					
Library									
Agricultural college									
F.E. college									
Women's Institute									
Local school									

5

Guidelines for setting up a local area network

1 Define the purpose and provide a focus: for example, a common interest or local issue. Establish a contact list of people who would benefit from such a network.

2 Start with a workshop or conference to which as many people and agencies as possible are invited. A lunch-time meeting might be a good start, with refreshments provided if you have the resources. But remember that timing will affect whether people can come.

3 The invitation should outline:

- the aims and objectives of the network
- the venue, times and a location map
- availability of refreshments and care facilities.

4 If possible, choose a 'neutral' venue, where people will feel at ease. A college or adult education centre may be seen to be taking over the managerial role if used at the first meeting. Check out public halls, hotels and so on — they may be cheaper than you think. You must also consider access for wheelchairs and pushchairs, and the suitability of the venue for people with hearing or sight impairment.

5 The event should:

- introduce the concept of networking and the benefits of the process
- identify the common objectives to which the network as a whole can subscribe
- identify specific issues and tasks to which all members of the network can contribute
- determine how the network will operate — for example, through meetings, newsletters, telephone or informal contact
- determine priorities for action and number of meetings
- identify other people who wish to help
- mention the difficulties of different agencies with different agendas co-operating and sharing expertise. This can be the major barrier to effective networking.

6 As a consequence of the first meeting, begin to develop a directory or database. With luck a network member with expertise and resources may volunteer to do this.

7 The next meeting can then be arranged to discuss the draft directory and propose amendments and further developments. A corporate approach to publicity is often the next step, for example:

- a local adult opportunities' 'roadshow'
- a newsletter for providers or clients
- a sub-group to look at collaborative approaches to fundraising
- a sub-group to plan a corporate local strategy for adult education and training.

Resources

Partners in learning Three bulletins to promote voluntary/statutory collaboration in the education and training of adults. The June 1988 issue has a special supplement on mapping the voluntary and statutory sectors. (NCVO in partnership with UDACE)

Working together — developing voluntary/statutory collaboration and adult learning UDACE policy paper (UDACE, 1988)

Frameworks for collaboration (UDACE, 1989)

Creating a local economic development network (The Planning Exchange, 1985)

Communication, co-operation and collaboration in rural areas Please send a stamped, self-addressed A5 envelope to NFWI. (NFWI and REPLAN, 1988)

Partners or rivals *Richard Gutch and Ken Young* (Local Government Training Board, 1988)

Network news The magazine for and about local employer networks, published by LEN UK Network.

13 Funding
15 Contacts: who's who in the education world

OVERCOMING BARRIERS

Working with unwaged people

6

The experiences of unwaged people in rural areas crystallise much of the change in the countryside — an uncertain economic future, poor prospects, lack of financial resources, poverty, lack of choice, isolation, marginalisation.

The unwaged are central to any discussion about the present and future of the countryside, whether that debate focuses on the economy, the provision of services, training and education, the viability and future of communities or deprivation. Thinking about the preoccupations and concerns of rural unwaged people can lead us to the centre of discussions about our own work priorities.

This section is about working with unwaged people as part of their community. It looks at the barriers to participation experienced by unwaged people and how these can be overcome. It indicates how a positive policy of including the unwaged within our working strategy can help us develop a more responsive and appropriate plan of action for the entire community with which we work.

"I used to concentrate entirely on issues — activities, transport, things like that. I still do this, but now I tend to focus on the people behind the issue and I find that the majority are without work. This tends to colour their attitude to things as well as, in a very practical way, determining just what they can do about anything. Somehow the problems that face them seem to represent the bigger problems of the whole village — poor job prospects, isolation, very little choice of service, poor transport, problems over housing and health, the list just goes on. Now I work very closely with them: somehow focusing on them helps me focus very clearly on the priorities of the whole village."
Chris D, patchworker

Who are the unwaged in your area?

- ❑ Young mothers at home with children
- ❑ Adults caring full-time at home for elderly relations
- ❑ Prematurely-retired people
- ❑ Redundant agricultural or manufacturing workers
- ❑ People in mid-life, perhaps experiencing personal or domestic changes
- ❑ Unemployed young people
- ❑ Newcomers, without work

You're likely to have ticked at least a couple of those categories. Unwaged people come in all shapes and sizes. But they share many of the same concerns, which set them apart from waged and economically-active people. This is so whether they are signing on, actively looking for work, planning to do so only in the future, looking for a new life or new skills, or seeking to restore old work patterns. As individuals and as a group they provide a clear focus for some of the key problems that confront us.

"Most of the men in the area were made redundant when the pit closed — there's little else available. Every job that's advertised gets dozens of applicants; it's affected the whole community. We've had to deal with the question of work — or rather the lack of it — before we could touch anything else. It's central to the life of the whole village."
Sudesh B, voluntary worker

6

Listed below are some of the barriers faced by unwaged people when returning as adults to learning of any kind, even the most informal.

1 Work down the list and add other examples of barriers that you are aware of (for example, financial barriers, family responsibilities, etc.)

2 Think of some case studies (real or imaginary) that illustrate these barriers.

3 Read through the suggestions that follow for overcoming the barriers.

4 Using your case-study examples, work out a plan for improving the participation of the unwaged in learning and other activities within the community, including possible employment.

Types of barriers (add your own)

Personal and situational barriers

- Dependency on others

Social barriers

- People made to feel that organised learning or participation is not for them

Barriers of knowledge, skills and experience

- Lack of awareness of social changes

Geographical barriers

- No suitable course or activity available locally

Institutional barriers

- No facilities for disabled people

Formality of provision

- Lack of responsiveness to local needs – inappropriate provision

Supporting people without jobs

Your role is often to translate these barriers into the special support that people without jobs in rural areas may need if they are to become involved. Special support – not special courses or activities – improves both opportunities for unwaged people and the sensitivity of providers.

Overcoming the barriers

Here are some suggestions for overcoming barriers which you may like to incorporate in your work. Directly or indirectly they will help unwaged people overcome the hurdles placed in their way. Use this section as a checklist for yourself.

6

Working with colleagues

- ❑ Cooperate to the maximum with other agencies. Improving one facility for the rural unwaged (such as education) involves developing support facilities (such as transport or childcare). In rural areas good relations with key individuals who wear many hats bring positive contacts (and vice versa!).
- ❑ Use or develop networks of professionals. This can increase awareness and change practices to the benefit of the unwaged. In one area, for example, opening times at libraries were altered and adults attending daytime classes at the school were allowed to have school meals.
- ❑ Work with leaders, chairpeople and teachers of existing groups such as playgroups, Women's Institutes, Round Tables and parish councils. This can enhance understanding of unemployment, of changes occurring in village life and of the difficulties of groups excluded from traditional patterns of support.
- ❑ Work alongside and with what's already there.
- ❑ Use broadly based public meetings to start things off. Opportunity days or meetings with a broad appeal can help to get over problems of small numbers at the beginning.
- ❑ Provide and disseminate information about local or national developments.

Finding out

- ❑ Inform yourself about low pay and unemployment in your area.
- ❑ Make sure that research continues throughout the delivery of provision and is fed back to improve quality.

Providing appropriate support

- ❑ Make information widely available, for example, local job information or advice, job cards in local libraries and local word-of-mouth networks.
- ❑ Avoid using stigmatising labels like 'the unemployed' or 'the mentally ill', which put people off and add to their feeling of isolation.
- ❑ Consider cost. Can fees be paid over a period of time? Is there total remission of fees for the registered unemployed and their partners? Make sure that people know that getting free adult education is not like queuing for free school meals.
- ❑ Make it easy to enrol or join a group. Can it be done at any time? Can people enrol for educational provision in venues like shopping centres?
- ❑ Can transport be provided?
- ❑ Can childcare be provided?
- ❑ Provide simple encouragement and moral support.

6

Making appropriate provision

- ❑ Consider the location of activities. Towns and major centres of population provide larger numbers, some degree of anonymity and may be easier to travel to than another village. Local venues may have shut down, but many successful groups meet in one another's houses.
- ❑ Consider whether meetings need to be regular or occasional.
- ❑ Review whether the provision meets people's needs.

Extending people's experience

- ❑ Design activity around the needs of participants. If at all possible involve them in its planning and development.
- ❑ Redefine groups as they develop.
- ❑ Use different models for group activities.
- ❑ Develop new activities (taster courses, opportunity days, self-help groups).

Resources

Education from everyday living *Lindsey Fraser and Kevin Ward* (REPLAN/NIACE, 1988)

Learning together – a guide to running informal learning groups *Marian Lever, Roger Lewis, Nigel Paine and Frances Robertson* (National Extension College, in association with Scottish Council for Educational Technology and Council for Educational Technology, 1985)

Self-help learning groups: a practical guide for organisers *Maggie Falshaw* (National Extension College)

Self-help in rural areas: is it different? (Tavistock Institute of Human Relations)

5 Working together
14 Research and statistics
15 Contacts: who's who in the education world

"There's a lot of hidden poverty in this area, despite it looking so affluent and we see the problems here every day – debt, housing and domestic problems. Most of it boils down to having little money and even less choice. Such people can't buy the pleasures and benefits of the area – the better housing, the watersports, the restaurants, the social life. Most need help with immediate problems and then a long-term plan to improve their personal prospects, if they're ever to really enjoy all the benefits of living in such an area."
Gill H, Citizens' Advice Bureau organiser

VOLUNTARY ACTION
Responsibility for change

7

Voluntary action is valuable as a way back into work, education and training, and community activity. More responsibility is currently being given to the voluntary sector and to individual volunteers, for example as school and college governors.

Unemployed people often undertake voluntary action to continue using their skills, to gain 'work experience' and to contribute to their community. In rural areas there may be few opportunities to undertake voluntary work, so unwaged people miss out.

Some key points

- 'Volunteers' and 'volunteering' generally refer to work that is:
  - undertaken on behalf of self or others outside the immediate family
  - not done directly in return for wages
  - undertaken by free choice
  - not required by the state or its agencies.
- Volunteering can help people settle into a new environment or lifestyle.
- Being a volunteer provides valuable training and experience and can give people the confidence to go on to further education or employment.
- Voluntary activity is a way of keeping in touch with the needs of the community.
- Volunteers provide a valuable service.
- Voluntary activity itself involves informal (and sometimes formal) learning.

Questions about voluntary action

- Where might voluntary work be leading for the individual and the community?
- What is the relationship between voluntary action and paid work?
- Who are the volunteers? Do they see themselves as 'volunteers'?
- What does voluntary work do for people? How do they benefit from their involvement?
- Are volunteers treated as well as paid workers?
- Do they have proper management, clear expectations, appropriate training, indemnity against reasonable risks, reimbursement of necessary expenses?
- How are volunteers trained?

What about your own experience?

Think about your own experience of voluntary action.

- What have you done as a volunteer?
- What did you get out of it?

Resources

Learning in voluntary organisations *Keith Percy* (UDACE, 1988)

The politics of volunteering *Jos Sheard* (ADVANCE, 1987)

Professionals and volunteers – the common ground (Volunteer Centre UK, 1986)

Working with volunteers:
Support *Jill Pitkeathly*
Training *Graham Murphy*
Recruitment and Selection *Donna Johnston*
(Volunteer Centre UK)

Involve (the journal of the Volunteer Centre, UK)

15 Contacts: who's who in the education world

PERSONAL EFFECTIVENESS

Handling stress

8

"The post of ... ought to carry a government health warning."
Could this be your job?

Many workers in rural areas find themselves in situations which are highly stressful. For example:

- short-term contract work (with pressure to come up with rapid results in areas where change is slow and communities take a long time to accept new ideas and approaches)
- being one of a very few, or possibly the only, rural worker in an urban-based agency (with potential conflicts of interest).
- isolated from colleagues by distance.
- working with highly-stressed communities.
- multiple and sometimes clashing roles.

One worker has put a tremendous amount of effort into organising an exhibition. She advertised it extensively, decided on the best venue and the times when people were most likely to attend, and put hours of work into preparation, and contacting the media. On the day, four people and a dog took an interest in what was going on. A few weeks later it might be possible to be philosophical about the whole thing but at the time and probably afterwards, the result was a contribution to stress.

If you have trouble sleeping, if you often feel angry, then you are probably suffering stress. Check whether any of the 'alarm signals' in the checklist apply to you. If you recognise yourself in these situations, stress has gone beyond its usual constructive role. The more tired you are, the less you are going to accomplish, so it is essential for you, and important to your work, that you do look after yourself.

Don't let stress organise your work. The rest of this section sets out four ways of helping yourself to beat it.

Stress feelings — alarm signals

Do you increasingly:

- ❑ Break out in a sweat, become breathless, have palpitations and tense your muscles when thinking about problems, future projects or plans?
- ❑ Have indigestion?
- ❑ Fail to see the funny side of things (especially in relation to yourself), or to let your hair down or have a good laugh about anything, no matter how silly?
- ❑ Have periods of such fatigue that all you want to do is pull the blanket over your head and stay in bed all day?
- ❑ Have sudden bouts of anger or irritability when you snap or shout at those close to you for no reason?
- ❑ Become tearful quite often, even though you can't really pin your emotional state on anything specific?
- ❑ Binge on fattening food or alcohol? Or eat nothing, despite already being thin?
- ❑ Find yourself unable to make decisions, concentrate for long or remember?
- ❑ Get up earlier in the morning, go to bed later at night, or give up your lunch-hour — in order to get more work done?
- ❑ Turn down invitations to social functions or refuse to meet friends because work leaves no spare time?
- ❑ Find yourself always getting to meetings or work late, not giving yourself enough travel time?
- ❑ Sit at your desk working intently for hours on end without a break?
- ❑ Try to juggle too many social, family and work commitments to prove how capable you are, then feel a failure if some tasks can't be completed?
- ❑ Take painkillers regularly for headache or back pain?

1 Time and workload management

8

- Set realistic long and short-term targets.
- Decide on what can be realistically achieved at the beginning of a week. It is so easy to get to the end of a week and wonder where all the time went!
- Estimate how much time will be spent on:

  routine work — phone calls, enquiries, regular appointments and so on

  new initiatives — thinking, planning, talking through ideas

  travelling — this reduces the time for other activities and there's nothing to show for it but it's vital, so don't try to cut down by not travelling or driving too fast or trying to do something while driving.

Plan your workload

This a fairly lighthearted exercise to help you plan your workload for the next ... months.

1 Take no more than ten minutes to write down six things you want to achieve in the next:

	Goals	Rating
● year		
● six months		
● month		
● week		

2 Give each goal a rating as follows:

1 something you must do or really want to do

2 something that you would hope to do if possible, including essential routine work

3 things that are not essential.

3 Now make a second list selecting the two priority items from each of the four lists. This makes a total of eight items in all which is your priority planning list.

4 Work out a timetable in weeks and months of activities which will help you achieve these goals.

5 Keep a check on how far you are progressing weekly.

(Source: Take it from here)

8

2 Be assertive

Assertiveness is a term which is much bandied about. In brief it means:

- working out what you want or feel
- saying it clearly
- negotiating with others about this.

Asserting yourself or your rights is part of good, clear communication, where you retain your dignity and leave others the chance to retain theirs.

It doesn't mean being pushy, selfish or manipulative. It is also part of combatting isolation.

Being assertive is useful for people who are marginalised and whose thoughts, opinions and feelings are belittled. So it's a useful ability for a rural worker in an urban-based organisation to have. Urban issues can seem so overwhelming and have so many workers to speak on their behalf.

3 Get support

Support is "a process of reflection, checking and — sometimes — re-energising necessary for the individual to carry out their work fully" *(The management paper).*

If, like many rural workers, you have a complicated job with different responsibilities, you may have to get support from more than one person. Whatever method you choose to get support, remember to review it as times and structures change. Change it if it's not satisfactory and don't put yourself through something destructive — support is a vital part of working life.

Three levels of support are described here.

Supervision

You have a right to demand support. This can take the form of management supervision, sometimes a legitimate way of 'passing the buck'. Work out what you want and ask for it.

An individual

You may already talk informally about your work to someone who is able to listen and who is prepared to give some time to sharing anxieties, aspirations, hopes and fears. It's worth putting these meetings on a regular and fairly formal footing. It might be that you decide to meet once a fortnight and that you lay down a framework, e.g. that the discussions are confidential, that you will set an agenda for your meetings and will record the outcome. These meetings can serve to review the work you have done and to plan ahead.

Co-counselling is a useful technique — partners agree to focus on the experience of one of the workers for a fixed period (say forty minutes). During this time you focus on the work of one partner and address specific issues which are important to them.

An advisory group

A small group (even just three) meeting regularly with a proper briefing and understanding of the work can offer the following advantages:

- the knowledge, expertise and contacts of a number of individuals and organisations
- a sense of ownership of the project for members of the group. The sense of common ownership is increased if it is possible to have a different chairperson for each meeting.

The disadvantages are that:

- the group might also be the management group or have managerial responsibilities
- it is limited in what it can do as a group
- without a proper understanding, workers can be victimised
- the group may have its own group agenda
- group members may not want to work as a group and have their own individual agendas.

4 Relaxation

Remember — it is not possible to manage work if you are not managing yourself, so make time for relaxation.

Breaks

Make sure you take the breaks to which you are entitled. Take an hour's break for lunch and get away from work, or take half an hour so you can get home earlier. Don't take work home.

Exercise

This is a good way to help you relax and feel refreshed.

Relaxation techniques

Many people find meditation or other techniques very effective, easily-learnt ways of relaxing.

Take a few moments to fill in the following checklist. It will help you to take control over managing yourself in your work situation. Read each question and tick the appropriate box. If you tick the 'Don't know' box, take time to think again and perhaps talk it over. Maybe you need a break. You may want to think about other areas you wish to take control over.

	Yes	Action needed	Don't know
Time management			
Am I planning my work load?	❑	❑	❑
Am I setting realistic targets?	❑	❑	❑
Assertiveness			
Am I being assertive enough?	❑	❑	❑
Do I work out what I want or feel?	❑	❑	❑
Do I say it clearly?	❑	❑	❑
Do I negotiate with others about this?	❑	❑	❑
Support			
Do I get it from an individual?	❑	❑	❑
Do I get it from a group?	❑	❑	❑
Relaxation			
Do I take regular breaks?	❑	❑	❑
Do I take exercise?	❑	❑	❑
Do I practice relaxation techniques like meditation?	❑	❑	❑

Resources

The management paper *Peter Firkin* (ADVANCE, January 1987)

Take it from here *Sarah Lloyd-Jones and Margaret Purdey* (REPLAN Wales, 1987)

Teach yourself meditation *James Hewitt* (Teach Yourself Books)

Development work in rural areas *Sarah Buchanan* Please send a stamped, self-addressed A4 envelope to NCVO Rural Unit (NCVO Rural Unit)

Guidelines to finding your own support *Warren Redman* (National Association of Youth Clubs)

Who takes the strain? *Warren Feek* (National Youth Bureau)

A woman in your own right *Anne Dickson* (Quartet)

Assertiveness at work *Ken and Kate Back* (McGraw Hill)

15 Contacts: who's who in the education world

9

People are learning all the time: about new things or about improving what they already do or know. It's worthwhile, though, spending some time thinking about making the most of this phenomenon for yourself in your own training or staff development. Much of your thinking will also be relevant to the people with whom you work.

Training and staff development

The distinction between training and staff development is a fine one. Definitions often overlap, but these are sometimes used:

training – meeting the needs an organisation has for an individual

staff development – meeting the needs of individuals themselves.

Training is used here to mean both training *and* staff development. Investing time and effort in training is always worthwhile. It helps projects become more effective by ensuring the maximum use of resources – time, people, equipment and funds – and it enhances worker participation and job satisfaction. It can regenerate energy if you're feeling jaded. In the longer term it can help you to get another job or make career progress in your own organisation.

Training is not necessarily about acquiring new information. Very often people train to use the knowledge they already possess more effectively, or to acquire the skills necessary to communicate it. Training teaches us about ourselves and increases confidence in our abilities. You can enhance your training by voluntary action which brings together elements not in your job.

Some organisations have a regularly-reviewed staff development policy. Even if your organisation doesn't have one it's worth thinking about your own needs and how to meet them. Shop around for your training, make sure it's what you want, don't be afraid to ask for more information. It's your time and money.

Your training needs

Think about the following questions (or better still, discuss them).

- What kind of skills, talents and personal qualities do I have?
- Who cares if I do my job well or not – me, the users of the organisation, management, funders?
- What skills, talents, personal qualities are needed in my job? To do my job better? To move on in my career?
- How does this job fit in with my idea of my career or working life? What about qualifications? Do I have them? If so, what sort?
- What form of training would suit me and my situation?
  - Local or further afield?
  - Part-time or full-time?
  - On-the-job or off-the-job?
  - Short courses, residential courses, open or distance learning?
- How do I learn best?
  - From lectures – an effective way of focusing on a subject and for stimulating points for later discussion.
  - From discussion – most effective when a facilitator keeps the discussion on track and a note-taker feeds back the summarised results of the discussion to other parties.
  - From case studies – focuses group experience, expertise and information on a common task or specific topics. Can be very useful in devising a strategy and action plan, for example.
- How much does it cost?
  - Would I have to pay it all myself?
  - Would the local education authority pay?
  - Would my employer or another organisation pay?
  - Could it be a shared expense between organisations?

9

Who can help?

Locally

- **Educational guidance services for adults** are available in some areas. These are the specialist people to go to for impartial advice and information on education and training. Each service is run in different ways and not all are full-time. Some areas have a mobile service with advisors visiting the local Job Centre or library every week. A good place to ask is the local library or college. A free directory of services is published by ECCTIS.

- **TAPs (Training Access Points)** are also available in some areas. These offer computerised 'single stop' access to information on formal and informal education and training opportunities and are situated in some Job Centres, libraries, high street shops and certain employers' premises. They are free to use. Not all areas can offer the same provision, but it's worth finding out from different organisations whether something to meet your needs could be developed with them.

- **Accredited centres** funded by the Training Agency provide consultancy and training for vocational trainers and providers (contact your regional Training Agency office for addresses).

- **Agricultural training boards (ATBs)** have local training advisers and run a variety of courses.

- **Community/adult education** (part of the local authority service) may provide a range of training courses in your area.

- **Extra-mural departments** or **departments of adult continuing education** at the nearest university run a variety of courses for adults, some of which lead to qualifications.

- **The Workers' Educational Association** also runs a variety of courses, often with universities and other providers.

- **INSET (In-service training)** in local colleges. Does it recognise particular problems in rural areas?

- **Local libraries** should have details of courses in your area.

- **Local education authorities (LEAs)** run a variety of college courses for adults, some of which lead to qualifications.

- **Regional advisory councils for further education (RACs)** run training courses.

- **REPLAN**

- **Social services training officers** provide training for volunteers and others.

- **Volunteer bureaux** (If there is no bureau in your area then the Rural Community Council, Council of Voluntary Service or Voluntary Services Council should be able to help).

Nationally

A variety of short courses are run by the national organisations listed here.

- **ACRE** (courses for rural workers on different aspects of their work)

- **Countryside Commission** (on countryside conservation and recreation)

- **Directory of Social Change** runs one and two-day practical workshops and seminars for charities in Manchester, Liverpool and London (for example, on basic fund-raising, trusts and companies, local authority support, presentation skills, public speaking, planning and evaluation).

- **Field Studies Council** (for example, on wildlife in your area)

- **National Council for Voluntary Organisations** (for example, *Setting up and running projects, Managing for the first time*)

- **Volunteer Centre UK** (for example, on training volunteers, advocacy)

- **WCVA** (for example, *Project planning and presentation, Negotiation skills for voluntary organisations*)

- **Leicester Polytechnic** offers a longer course in Youth and community development with a rural development option.

9

Resources

Employment and training opportunities in countryside conservation and recreation CCP 256 (Countryside Commission, 1988, free)

Directory of training opportunities in countryside conservation and recreation (Countryside Commission, free)

Training for countryside staff and volunteers (Countryside Commission, free)

Paying for training Principal reference point for people seeking details of the assistance available to finance or subsidise adult training. Ideal for employers, training providers and business and education advisers. (Planning Exchange and DES/ PICKUP, 1988/89)

Guidelines to a staff development policy (INSTEP, 1985)

The adult education and training manual (Framework Press, 1989)

YOU AND RURAL LIFE

Practicalities

10

This section looks at measuring success and monitoring our effectiveness. It recognises that working in comparative isolation, as many rural workers do, is difficult.

Why bother?

Usually an evaluation exercise takes place for one of two reasons:
- you, the worker, need it to assess past work, and to plan future work for the benefit of the community and individuals you work with
- your funder requires it.

Evaluation provides information about the whole project or programme, about how the work is progressing and the details of working practice. Above all, evaluation is a process that helps you and your organisation plan your work and assess how your plans are going. It is essential to good management and it can be a source of support.

Don't forget that different people will be looking for different information from your evaluation – so make sure you design it to meet different agendas.

How about you?

You may find it useful to do your own day-to-day monitoring if there is little regular evaluation within your own organisation. If you're going it alone, then monitoring can help you to sort out setting and meeting objectives, managing time and sorting priorities. You will find it is particularly helpful if you can do it with co-workers.

Evaluation phobic?

Tick the boxes if you agree with any of these statements. More than two ticks – you need this section!

- ❑ Evaluation is just another word for snooping
- ❑ They don't understand my work or the difficulties I have
- ❑ I haven't time to waste on records
- ❑ Nothing will change anyway
- ❑ There's no way of measuring my work – it's all about people
- ❑ I don't know anyone who could do it anyway!
- ❑ I don't like other people interfering

Who wants to know what?

Make a list of the parties who might be interested in evaluating your work. Below each item, note down what kind of information they'll be interested in. They may want to know about the process of your work or about the achievement of aims or both.

Agency or party	Information required

Setting up evaluation

Before setting up any evaluation procedures you'll need to establish a number of key points.

- ❑ Who is the evaluation for?
- ❑ What do they want to know?
- ❑ How will the information be assessed or measured?
- ❑ What procedures do you want to use for gathering the information?
- ❑ Who within the organisation will be involved in the evaluation?
- ❑ What will happen to the results of the evaluation?
- ❑ How is to be analysed and presented?
- ❑ If you're using an external evaluators, do they have a clear brief?
- ❑ Who will be involved in planning the evaluation?
- ❑ Have you resolved any disagreements before starting?

Make sure that you've covered all these points before you start.

Gathering of information

There are a number of different ways of gathering information:

- observing people
- interviews
- questionnaires
- records and document search
- diaries
- statistics.

Evaluation is about qualitative as well as quantitative information. Don't be put off by any apparent emphasis on numbers and statistics.

There are different ways of evaluating quality. For example, if your aim is to broaden people's horizons, you can gauge your success by asking them, in everyday language, about their experiences and ambitions.

You'll soon get a strong impression of whether their horizons have been broadened, particularly if you are able to talk to participants on a number of occasions, for example before, during and after they have been involved in a project.

You may want to gather the same information about a control group, who are not part of the project, to provide a comparison.

Analysing and presenting the results

You will need to go back to the original aims of the evaluation when you analyse and present your findings. The final stage will involve taking action as a result of the evaluation. This may mean modifying your aims, or your practice, or both.

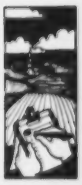
Resources

Measuring up: guidelines on the self-evaluation of volunteer projects *Lesley Turner and Elaine Willis* (Volunteer Centre UK and Community Matters, NFCO, 1987)

Working effectively: a guide to evaluation techniques *Warren Feek* (Bedford Square Press, 1988)

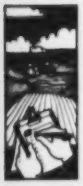
Evaluation wallchart Free from Marilyn Taylor at NCVO (NCVO)

14 Finding out: research and statistics
15 Contacts: who's who in the education world



HANDLING PUBLICITY

Planning and evaluating a campaign



11

This section considers newspapers, radio and television as well as other forms of publicity.

1 In devising a campaign it is important to be clear about why you want publicity — your **aims**. Try to be specific. For example, not simply 'to achieve a higher profile' but to achieve a higher profile in order to recruit more volunteers or students, to influence key decision makers, to raise money, or to give advice and information.

2 Once you've decided on your aims, try to identify a series of **objectives**. They will need to be achievable and you should be able to assess whether you have achieved them. You will need to work out which of the media available will be of greater use, bearing in mind their strengths and weaknesses and the nature of your audience.

3 Who are your **targets**? Young people? Old people? People with learning difficulties? Unemployed people? Where are they? Where do they go? What do they read? Listen to? Watch?

4 When you have answers to your questions about aims, objectives and targets, draw up a list of tasks, divide the work out and delegate.

5 Afterwards, evaluate your successes and failures:

- Did you reach the people you set out to reach?
- Was the size and quality of the response what you hoped for?
- What were your successes and failures?
- Why did they happen?
- What would you do the same or differently the next time around?
- What tips would you pass on to someone else in a similar situation?
- Did your publicity give the right image of your organisation or group? If you were promoting a 'user-friendly' project, did it come over like that?

- What do you want to say?
- To whom?
- What's the most effective way of reaching your target audience?
- How will you cope with the response?

If you can answer these questions, you're well on the way to developing an effective publicity strategy.

Make a few brief notes of any important points you have learnt and keep them in your file of publicity contacts, together with details of publicity and media resources available in your community. It won't take long and it could save you a lot of time and effort next time. You can also share information with others working in a similar field and try out their ideas.

Types of publicity

Radio, television and, to some extent, newspapers tend to be concentrated in towns and so may be less accessible or less relevant to your needs. Think in terms of other publicity:

- posters
- leaflets
- newsletters
- magazines
- annual reports

- visiting cards
- word of mouth
- open days
- visits to other people and organisations
- meetings, talks, demonstrations

- exhibitions, displays
- cards in windows
- information on other people's noticeboards
- stickers
- balloons

- badges
- banners
- competitions
- videos
- slide-tape shows

In Norfolk a project worker stopped unemployed people as they left the unemployment office and asked them about courses they would be interested in taking. She followed this up by sending them relevant information about courses, fees and so on.

Adult Basic Education workers have used specially printed beer mats, collars on milk bottles and visiting cards in public places to recruit students and tutors.

In Herefordshire a group concerned to improve local transport gave leaflets about their activity to people waiting at bus-stops.

Printed information

By using brightly coloured paper and a photocopier which can enlarge, it's possible to produce effective printed material quickly and cheaply.

Printed information checklist

Check that the following points are included:

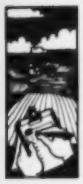
- ❑ Name of your organisation (plus a brief description of what you do, if it's not obvious)
- ❑ Logo, if you have one
- ❑ What's happening (name of event, title of report, etc)
- ❑ Where? (Is a map needed? Car parking?)
- ❑ Date
- ❑ Time
- ❑ Who is involved? (Speakers, audience, etc)
- ❑ Cost
- ❑ Contacts for further information (name, address, telephone number)
- ❑ Refreshments provided?
- ❑ Any special requirements? (Disabled access, creche, food, dress)

These points may seem obvious but, when you're in a hurry and involved with a project, it's easy to overlook something vital. Mistakes can prove expensive and time-consuming to put right!

Before having multiple copies made of anything (leaflets, posters, pamphlets, tickets, press releases, etc.) give your original to at least one person (preferably more) who has nothing at all to do with what you are promoting.

Ask them to check whether:

- it makes sense
- all relevant information is included
- there are any mistakes



11

Using the press, radio and television

- **Be realistic**. You're more likely to get information into the local paper or on local radio than on to television.

- **Think carefully**. Which is the best medium for your needs? Concentrate on that.

- **Do your homework**. Read, hear or watch it! Get a feel for the kind of service provided and how you could use it.

- **Cultivate media contacts**. They may be able to push your story, suggest ways of improving your publicity or (once your name is known) approach you for stories in the future.

The press

- Community papers
- Local papers
- National quality and tabloid papers — weekly and daily
- Free papers — often hungry for community news and photographs, though not so widespread in rural areas; often use press releases with little alteration.
- Parish magazines
- Newsletters of particular organisations

They carry information in a number of ways:

- **advertisements**
- **letters** — widely read and a useful way of correcting a story and keeping it in public eye
- **features** — human interest stories of 700-1,000 words. Best to contact editor with a summary in the first instance.
- **news stories**

Contact:

- the editor
- special correspondents
- village correspondent
- freelance journalists — look in Yellow Pages under News and Photo agencies

Local radio

- BBC local radio — Look in *Radio times* for information about presenters, producers, researchers and programme content.
- Independent local radio stations (ILRs) funded by advertisements. Ring your local ILR station to find out producers, programme content and the interest of particular presenters.

Local radio services may offer:

- news bulletins
- specialist programmes for particular groups
- 'what's on' spots
- interviews (live and recorded)
- features
- phone-ins
- public service announcements
- 'action desk' spots giving items of community interest
- helplines
- access programmes

Contact:

- programme organiser, editor of the service or senior producer (BBC Local Radio)
- programme controller (ILR)
- head of news for news items
- producer, researcher or presenter for specialist programmes
- community unit (if the station has one)

If your radio station wants an interview choose someone who is confident about speaking on radio and can put your case clearly.

Environmental campaigners in Oxfordshire regularly rang a phone-in programme until the presenter recognised their concern. He then decided to arrange two special radio debates on the issues they wanted to raise.

Television

Opportunities for publicity on TV are limited but stations are worth approaching if you have a major news story or are involved in a visual event.

You might get publicity on:

- news
- current affairs
- community programmes
- community service announcements
- access programmes (for example, Open Door)

Contact:

- **community education officer — liaises between the community and TV station. Offers advice on using the media. May co-ordinate community service announcements, which are adverts for community or voluntary organisations, either appealing for volunteers or publicising a service. Cannot be used to raise funds or promote events.**
- **community units of some ITV companies.**
- **news editor for news programme.**
- **producer, director or researcher for other specialised programmes. Look for producers' names in *Radio times* and *TV times*.**

Writing a news release

Write a good news release if you have time but remember that even the best ones will be ignored if a big news story happens.

Title – clear and concise

Embargo (date and time when information can be released) – only when essential

Five w's – what's happening, when, where, why and who's involved

Short quotes make it look interesting: use for non-factual information

End – at very end (but before contact number)

19 June

Wakeupton needs transport

Ms Anne B, a voluntary worker at the Hayley Field Centre, has been co-ordinating the WAGE campaign to highlight the problem of transport in Wakeupton and the effects this has on the lives of local people. She commented on Wednesday:

"It's vital for the future of our community that we work together to find ways around this problem. Otherwise without an effective public transport system individuals will become isolated and will be forced to leave. The bus service at present just doesn't meet our needs."

WAGE is an informal support group of women which was formed in response to the recent factory closures in Wakeupton. Members meet weekly at the Hayley Field Centre on Wednesdays at 6.30 p.m.

END

Anne B Tel 53214 (Hayley Field Centre)
67891 (Home)

Date

1.5 inch margin

A4 paper –with heading or logo identifying your news

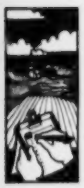
Sentences – short and simple: no waffle, jargon or cliches

Double spacing – one side only; keep it to one page if possible

Essential facts and figures in descending order of importance

Contact – name address and telephone

Give details of any **photo opportunity** at the end, or enclose a 6" by 4" black and white print showing the people involved. Give details in pencil on the back.



11

Publicity campaign quiz

Answer the following questions and add your own responses.

Where do people meet? What resources do they share?

- ❑ church
- ❑ garage
- ❑ bus shelters
- ❑ fish and chip vans
- ❑
- ❑

Where could you put up a display or exhibition?

- ❑ library
- ❑ shop window
- ❑
- ❑

Which societies and organisations operate in your area and could be helpful?

- ❑ Women's Institute
- ❑ Young Farmers' Club
- ❑
- ❑

What 'mobile' resources are there, including people who visit other people?

- ❑ mobile libraries
- ❑ doctors
- ❑ buses
- ❑
- ❑

Who are the influential people, the opinion leaders, the people who could spread the word and help your cause?

- ❑ councillors
- ❑ churchpeople
- ❑
- ❑

Which newspapers serve your area?

- ❑
- ❑

How often are they produced? What are their deadlines?

Which local radio station do people listen to?

- ❑
- ❑

Is there a community unit? Who should you contact?

- ❑
- ❑

Which television programmes are produced locally?

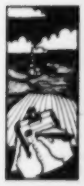
- ❑
- ❑

What opportunities are there for publicity?

- ❑ 'what's on' spots
- ❑ community service announcements
- ❑
- ❑

What's the name of the ITV Community Education Officer?

Is there any local training provision using the media?



11

1 Draw up a news release for an event you have been involved with, or will be in the future. Check it with the points made earlier in this section. You could invite a local journalist to help you.

2 Devise a multi-media publicity campaign, again for something you have been or will be involved with. Decide on the aim, identify a series of objectives and plan a publicity campaign covering several different media. Refer back to the publicity quiz.

Resources

Effective publicity and design: a DIY guide to getting your message across *Jonathan Zeitlyn* (Interchange Books, 1987)

The alternative print handbook *Chris Treweek and Jonathan Zeitlyn, with the Islington Bus Company* (Penguin Books, 1983)

Marketing for small publishers *Keith Smith* (Interchange Books)

Using the media *Denis MacShane* (Pluto, 1979)

Where you can learn about radio *The Media Project* (Volunteer Centre UK)

Using local radio *The Media Project* (Volunteer Centre UK)

Campaigning and lobbying (Directory of Social Change)

Organising things *Sue Ward* (Pluto)

Community newspapers (Scottish Community Education Council, 1983)

Making news — producing a community newspaper *Barbara Lowndes* (NFCO, 1982)

Voluntary organisations and the media *Maggie Jones* (Bedford Square Press, 1984)

A basic PR guide for charities (Directory of Social Change, 1985)

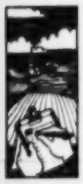
Audio-visual guide for community groups *Joan Munro and Debra Loeb* (Community Projects Foundation, 1985)

Action stations: a directory of social action broadcasting (The Volunteer Centre UK)

15 Contacts: who's who in the education world

ORGANISING AN EVENT

Meetings, courses and conferences



12

Whether you are organising a meeting, a course, a conference or any other event, thorough preparation will help you achieve your aims and objectives.

Remember:

- **control the event, not the participants**
- **be sure of what you want. Make meticulous plans and 'go for it'!**
- **allow plenty of time for planning and organising**
- **check, check and check again.**

Not every item on these checklists will be relevant to your situation. You may also need to add some items: space has been provided for these.

PLANNING

- ❑ Set up a planning group with expertise in the subject.
- ❑ Take notes of its meetings.
- ❑ Define clearly the aims and objectives of the event.
- ❑ Identify the intended outcomes.
- ❑ Define the target group of participants.
- ❑ What will the cost be?
- ❑ How will it be funded?
- ❑ What size of event?
- ❑ How many participants?
- ❑ Are the date and timing suitable for participants?
- ❑ Decide the format — formal conference? seminar? workshop sessions? course? training event?
- ❑ What kind of venue?
- ❑ Inputs from outside speakers? Who?
- ❑ Open to all? Targeted on a specific group? Selective recruitment from a targeted group?
- ❑ Think about evaluating the event.
- ❑
- ❑
- ❑
- ❑
- ❑
- ❑
- ❑
- ❑
- ❑
- ❑
- ❑

ORGANISING

- ❑ Draw up a timetable.
- ❑ Draw up a realistic budget.
- ❑ Fix a date.
- ❑ Define and allocate tasks or particular responsibilities (venue, speakers, workshops, publicity, selection and enrolment of participants).

Venue

- ❑ Visit and check the place out for your purposes.
- ❑ Is there access for disabled people?
- ❑ Can the venue provide special diets?
- ❑ Is there room for a creche?
- ❑ Is public transport accessible?
- ❑ Is any equipment you need available?
- ❑ Is the lighting adequate?
- ❑ Is there heating? Will you need money for the meter?
- ❑ Is the ventilation good?
- ❑ Are there comfortable chairs?
- ❑ Can you move the furniture?
- ❑ Is there sufficient space for proposed activities?
- ❑ Are display boards clearly visible?
- ❑ Get copies of maps and/or brochures.
- ❑ Confirm your booking in writing.
- ❑ Get written confirmation back from the venue.
- ❑
- ❑
- ❑

Speakers

- ❑ Approach keynote and other speakers.
- ❑ Approach a suitable chairperson (choose wisely here).
- ❑ Brief them clearly. What is the specific topic? What is the target audience?
- ❑ How long should they speak for?
- ❑ Send written invitation with copy of aims and objectives of the event, details of briefing times, fees, expenses.
- ❑ Get them to send you pre-event papers by a specific date (two to three weeks before event).
- ❑
- ❑

Workshops

- ❑ Approach leaders as for speakers above.
- ❑ Ask them to send concise and well thought-out information on their workshop two to three weeks before the event.
- ❑ Have an extra workshop up your sleeve in case one has to be abandoned.
- ❑
- ❑

Publicity

- ❑ Ensure wide publicity through newsletters, journals, etc.
- ❑ Send out distinctive and interesting publicity and application forms with a tear-off slip as soon as possible.
- ❑ Be clear about who is running the event, who it is for and the aims and objectives.
- ❑
- ❑

Selection and enrolment

- ❑ If you are going to select from those who express an interest, say whether it will be on the basis of group, organisation or role.
- ❑ Devise questions for selection and fit into the publicity, application and enrolment procedures.
- ❑ Give fixed date for return of application form in clear bold type.
- ❑
- ❑

Other

- ❑
- ❑
- ❑

PREPARATION

- ❑ Send out enrolment or booking forms with date, venue, aims, who it is for, details of speakers and workshops.
- ❑ Give name, address and date for return of these booking forms.
- ❑ Make sure booking form has space for full name, address, telephone number, organisation, job or role and whether facilities are needed for disabled, special diet or childcare.
- ❑ Give information on whether childcare costs are covered.
- ❑ Give information about reimbursement of travel and accommodation costs.
- ❑ Make it clear that booking a place is a firm commitment, and that cancellation must be made as soon as possible. Any cancellation charge at the venue will be passed on.
- ❑ Put the date on booking forms when you receive them.
- ❑ Make a register for each workshop.
- ❑ Approach a note-taker for each workshop.
- ❑ Ask for details of information and display materials.
- ❑ Make out your checklist of participants with their names. Include separate columns for late arrival, special diet, workshop reporters, staying to dinner etc. Having all the information in one place will save time when people change their arrangements.
- ❑ Two to three weeks before, send out a formal letter of invitation to attend and a conference pack including full information on venue, how to get there, parking, arrival time (staggered over thirty minutes), no-smoking policy in print if you intend to have one, agenda or programme with full list of participants, timetable, list of workshops and participants, information about each speaker and any background papers.
- ❑ Send a short note to those not selected.
- ❑ Keep in close touch with the venue

12

12

- ❑ Provide a register of participants and requirements for food, accommodation or special facilities.
- ❑ Tell them of late arrivals and arrange for them to be given coffee and shown in.
- ❑ Ring speakers and workshop leaders the week and perhaps the day before.
- ❑ Check again what equipment they may need.
- ❑
- ❑

ON THE DAY

- ❑ Be early. For a big event have a five minute organisers' meeting over a cup of coffee.
- ❑ Make a last minute tally of special requirements.
- ❑ Ask person chairing to arrive a little early.
- ❑ Have a toolkit (in a boxfile?) of pens, pencils, pencil sharpener, felt markers, stapler, hole punch, notepad, sellotape, pins, bluetack etc.
- ❑ Check all equipment is working properly, in position or readily available (flip charts, pens, pads, OHP, OHP transparencies, slide projector and carousel, video playback, screens, access to typewriter and photocopier, camera — for picture of everyone chatting over lunch for your next newsletter).
- ❑ Check out lavatories and coat-hanging arrangements.
- ❑ Clearly mark reception and rooms.
- ❑ Re-arrange furniture if necessary.
- ❑
- ❑

Reception and registration

- ❑ Have someone responsible for reception and registration until at least thirty minutes after the event has started.
- ❑ Have someone responsible for display material as it arrives.
- ❑ Have extra conference papers ready.
- ❑ Provide name labels made out in advance withl name and organisation.
- ❑ Different colour badges for organisers?
- ❑ Give out house notes if it's a residential event (location of lavatories, telephone, notice boards, bar, no-smoking areas, where organisers can be found, location of office and extra seminar rooms, meal times and arrangements).
- ❑
- ❑

During

- ❑ Have someone free to sort out problems on the spot during the event.
- ❑ Be firm and precise about timing of day. If necessary, chivvy people back from coffee, tea, etc.
- ❑ Get chairperson and workshop leaders to restate aims and objectives at beginning of each session.
- ❑ Learning is a dynamic process. Make participants and their ideas feel valued by involving them.
- ❑ Consider some kind of ice-breaking. For example, introducing self to partner and saying what you hope to get out of the session.
- ❑ Plenary sessions can be repetitive so limit them to thirty minutes with five minutes each in which to summarise findings.
- ❑
- ❑

Departure

- ❑ Provide a cup of tea before departure.
- ❑ Give out travel claim forms and evaluation forms if you haven't before.
- ❑
- ❑

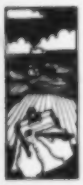
12

EVALUATING

- ❑ Have a debriefing session for the organisers.
- ❑ How did it go in relation to the aims and objectives of the planning group and the target audience?
- ❑ Evaluation (and forms). Decide whether you want on the spot feedback (a good return rate but less detailed information) or later feedback (you may get a fuller picture or a more considered response, but a poorer return rate).
- ❑ The event report is the only surviving hard evidence. Provide a full picture including notes and papers from workshops, and a summary of the evaluation. Send it to all participants and whoever else it is useful to keep informed.
- ❑ Prepare the final budget whilst it's clear in your mind.
- ❑ Write to all speakers, workshop leaders, chairperson and anyone else who has helped.
- ❑ Write to the venue. Thank them but be frank about any shortcomings. If they were serious you may want to negotiate a discount.
- ❑ Learn from your mistakes.

15 Contacts: who's who in the education world

FUNDING



13

Although there is increasing demand for action in rural areas there is not an increasing amount of money. Rural causes are not always popular with funders.

Remember:

- Do your research. Where does your organisation fit into the policy of potential funders?
- Go for packages of funding – some aspects of your work may be more attractive to funders than others.
- Be realistic about what you can get.
- Give the funders something to identify with.
- Don't just go for the old and familiar sources of funding.
- Use creative co-funding or matching money.
- Make sure you inform and influence decision-makers and potential funders. By demonstrating a need for a piece of work you can influence funding priorities.
- Make sure that short-term development is part of a long-term plan. Tell the funders how it all fits together.

Still interested? If so, head for the following sources of information. Good luck!

Resources

Raising money for women: a survivors' guide *Marion Bowman and Michael Norton* (Bedford Square Press, 1986)

Government grants: a guide for voluntary organisations *Compiled by Maggie Jones* (Bedford Square Press, January 1988, fourth edition)

Grants from Europe – how to get money and influence policy *Ann Davison* (Bedford Square Press, 1988, fourth edition)

But is it legal? Fundraising and the law *Sally Capper* (Bedford Square Press, 1988)

Opening the town hall door *Jane Hutt* (Bedford Square Press, 1988)

Informing and influencing *Edited by Derek Portwood* (REPLAN South and South West Resources, 1988)

A practical guide to local authority finance (Local Government Information Unit)

There's no such thing as a free lunch *Chris May* (REPLAN South and South West Resources, 1988)

A guide to the major grant-making trusts (Directory of Social Change, 1988)

Directory of grant-making trusts 1989 (11th edition) (Charities Aid Foundation, 48 Pembury Road, Tonbridge, Kent TN9 2JD)

The Wales funding handbook *Clive Smithers and Lindsey Williams* (WCVA, 1988)

Self-help fundraising pack *Derek Lowman* (NCVO, in press)

Business links kit (Business in the Community and Action Resource Centre)

Paying for training (The Planning Exchange and PICKUP, third edition, available from Copycraft)

5 Working together: collaboration and partnership
11 Handling publicity
15 Contacts: who's who in the education world

FINDING OUT
Research and statistics

14

If you're trying to meet the needs of unwaged people and their communities, or to harness change, it's important to do your homework. Knowing people and locality means making the best use of what's there. It's working with the grain, not against it.

Many people in development work, like you, are involved in what is sometimes grandly called 'action research'. This can mean no more than taking action on the basis of what you find. Examples are community appraisals, 'Developing your community' courses and outreach work.

Some points to remember about action research are:

- be systematic about how you collect and store information
- be able to find and use it
- make recommendations and conclusions on the basis of your research.

Putting together a local picture can be a long process. In most cases there is no shortage of information, but it is held in different places, in different forms. Only when you have found out what is already known and when you have brought it all together can you begin to look at the gaps and how these can be filled.

Before you begin, take a step back and think – what do I want to know about? What questions do I want answered? Who might help me out? The local further education college, perhaps the business development department? The county planning department? The local authority's economic development unit?

Statistics

Figures can give a misleading picture unless you look behind them. Here are some points to look out for:

- **Who collected them?** Government? A quango? A voluntary organisation?
- **Why were they collected?** As part of a regular exercise? To prove a particular point?
- **What were the 'collectors' looking for?**
- **Which geographical area do they cover?** Is it too large or too small for your purposes? For example, all data from unemployment benefit offices and travel-to-work areas contain data for at least one town which skew the picture. Hunstanton Travel-to-Work area had an average unemployment rate of 27% during 1984. Hunstanton's current unemployment rate is now concealed within the larger Travel-to-Work area of King's Lynn where the 1988 rate was 9%.
- **Are rural areas included?** How may they be excluded? For example, many public statistics exclude firms under fifty employees, which can be misleading in rural areas where firms are often much smaller than that.
- **Who do the figures cover?** For example, official unemployment statistics do not cover other unwaged people, notably married women. Official female activity rates in rural areas are significantly below the national average – a form of hidden unemployment. Those who have moved, unable to find work locally or cope with travelling long distances to work are not counted either.
- **Do the statistics vary through the year?** For example, unemployment statistics in rural areas may alter as people take on seasonal work.
- **What story do they reflect?** For example, a low unemployment rate may mean that unemployed people have already left the area looking for work, or that there is a plentiful amount of jobs.
- **How are the figures divided up?** What proportion is long-term unemployed people (unemployed over twelve months)? Is this group growing? Has it 'always' been there, or has it appeared where opportunities for casual work have dried up?
- **Are the figures confidential?** Are they available to you?

So look behind, around, under and over the statistics. Look at the area they relate to and see if, and how, they make sense.

14

Where to look

- **County, district and parish/ community councils** (Planning, economic development or chief executive's departments, parish clerk)

  – County and district councils' annual reports (full report and accounts or summary version) contain information on council policy, priorities and spending.

  – Structure and local plans.

  – Some authorities produce household surveys.

  – Council and committee agenda papers.

  – Some county councils have done surveys of rural facilities.

  – Some parish and community councils have done village and community surveys.

  – Don't forget the RDA strategy and reports if there is an RDA in your area.

- **Libraries**
An excellent source of information – contact names and addresses of local agencies, sometimes sophisticated on-line searching of databases.

- **Rural community councils and other local development agencies**
For example, information about economic development, village shops, health.

- **Local colleges of further education**
Particularly small business units.

- **Training Enterprise Councils (TECs)**

- **Local enterprise agencies**

- **Chamber of commerce or chamber of trade**

- **Rural Development Commission business service** (formerly CoSIRA)

- **Training Agency area office** (formerly the Training Commission, and prior to that the MSC). Has information about skill shortages but does not separate out rural areas.

- **Job Centres** will have a reasonable amount of information about particular types of vacancies they find hard to fill, as well as information about the type of work being sought. Not always in a position to give figures but can give a general impression.

- **CALLMI** (Computer Assisted Local Labour Market Information) hold figures on local employers, vacancies, training programmes and so on. These are based on a relatively small sample of the local area and so need to be used with care. Contact Training Agency Area Office for details.

- **Local Employer Networks** (LENs) are being set up round the country to advise on the training needs of local employers. In many cases these are part of or associated with Chamber of Commerce. Contact Training Agency for local contacts.

- **Training Access Points (TAPs)** Local training opportunities are gradually being publicised through TAPs which are computer databases easily accessible by the general public. Some areas have mobile TAPs which can be useful in rural areas. Contact Training Agency for local contacts.

- **Local newspapers** Monitoring vacancies in local newspapers can help to identify both the types of vacancy tending to occur and the major employers or types of employers in a local area. And, of course, newspapers give you lots of insight into the area – its feel, voluntary organisations, local authority initiatives and more.

- **CPAG and its local branches**

- **REPLAN Field Officer**

- **PICKUP Development Agent**

Some useful figures are in:

- **The population census** Taken every ten years, the last in 1981. 100% sample of population. Information on housing, population, migration, race, education, marriage, children, transport, employment and industry.

Available in three stages as 'published data': County monitors (key statistics for local authorities published by OPCS), County reports (with more detail, published by HMSO) and National tables. 'Unpublished data' also available in form of Small area statistics (SAS) available to order from OPCS in seventeen different formats, ranging from the statistics available for enumeration districts (150-200 households) to wards, city centres, counties, parliamentary constituencies and European Assembly constituencies.

Available through reference libraries, local authority, university or polytechnic library.

- **General household survey** Ten thousand households are interviewed throughout the year. HMSO publish a report every year. Includes information on families, housing, education, employment, income and health.
- **Family expenditure survey** Data on household income and expenditure.
- **Census of employment** Available at ward level, but does not include self-employed people and one or two other categories.
- **The national food survey** Provides information on food and diet. Ministry of Agriculture, Fisheries and Food (MAFF) produces an annual report.
- **Agricultural statistics** Published by MAFF annually and are available down to parish level.
- **Unemployment figures** Based on travel-to-work areas or by local authority district. They are also available by parish.
- **Welsh office** Wide range of publications produced by the Publications Unit of the Economic and Statistical Services Division covering education, health, personal social services, local government finance, housing and economic and social trends.

Talking to people – key points

14

- This often means that you can find out the broad picture around the statistics.
- It enables you to find the human story behind the statistics.
- Talking to a number of people may balance out individuals' own perceptions and prejudices.
- Consider whether you are talking to someone in their personal or official capacity (and the two may overlap!).
- Local (and so verifiable) researchers may be better received when asking questions. But ... sometimes people talk more openly to a stranger!

Remember, your own research is tailor-made and up-to-date.

Remember, too, with all statistics, look behind them. What are they measuring? Who has filtered them? Who is missed out? Do you have the latest? Over a period of time (a year)?

14

Data checklist

Do you have a range of sources of information to ensure as wide a picture of 'the facts' as possible? Tick the appropriate box for each question.

	YES	NEED MORE INFORMATION	COMMENTS
Range of statistics:			
unemployment?	❑	❑	
DSS?	❑	❑	
employment patterns?	❑	❑	
skills patterns?	❑	❑	
childcare provision?	❑	❑	
population statistics (age structure, ethnic minorities, disabled people)?	❑	❑	
others?	❑	❑	
Informal networks and contacts			
do you talk to a wide range of people and exchange information with them?	❑	❑	
further education college?	❑	❑	
county planning department?	❑	❑	
others?	❑	❑	
Are there gaps in your network?			
educationists?	❑	❑	
others?	❑	❑	
Community appraisals:			
can they be extended in content and in area coverage?	❑	❑	
can the information be used positively?	❑	❑	
others?	❑	❑	

Resources

Doing research (Directory of Social Change)

Wales in figures (Welsh Office)

The future for rural communities: the district council view (ADC, 1988)

15 Contacts: who's who in the education world

CONTACTS
Who's who in the education world

15

Local authority institutions

These are educational providers established by law. They obtain their finance from central and local government. In the world of adult education they include:

- the community, adult or continuing education service (AE)
- the further education service (FE).

At present, responsibility for the running of these services rests with the local authority, although each agency (for example, college or centre) has its own varying measure of autonomy. Recent changes in education legislation will alter this. Under the Education Reform Act (ERA) educational institutions will have significantly reconstituted governing bodies with a greater representation of employers and parents, and will be responsible for the control of the budget. Under ERA local authorities will have responsibility for making 'adequate' further education provision and will be developing policy frameworks to meet the needs of those over sixteen in their area. The process for doing this will involve consultation with a range of bodies.

Each local education authority (LEA) has officers responsible for the AE and FE services, with advisers to assist them and the providers on the ground. Overall responsibility for the services rests with the Director of Education or Chief Education Officer and the decisions about policy are made by education committees made up of elected representatives.

The adult and further education services were once more distinct than they are now. However, depending on the organisation of your local authority and the extent to which individual colleges and centres have entered into the adult education market, you will find quite a lot of overlap between the educational facilities they provide and their broad aims in educational terms. Nonetheless, there is still a tendency for FE to concentrate on vocational training and GCSE and A-level courses; and for AE to concentrate on broad liberal and recreational education.

You will find it useful to map out what is being offered in your area and note how changes are developing.

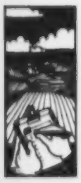
Key people are the Director of Education (or Chief Education Officer), other officers (for example, Assistant Director, Deputy Director and Advisers). The titles may be slightly different but the broad areas of responsibility are the same. Find out the names of the officers in your own local authority and get to know the people who run the service on the ground. In FE these will be college principals and vice principals, heads of departments, lecturers, advisers. In AE, this will be heads of centres, principals, advisers. Other key people are, of course, chairpeople and members of education committees and sub-committees and members of governing bodies.

Governing bodies are likely to play an increasing role in the planning of educational services in the future and representation on governing bodies of schools and colleges is undergoing change. It's important to know the membership of the governing bodies of your local educational establishments and you may wish to consider membership of them yourself, since governance is one way of influencing the service. Governors receive in-service training.

Who else provides educational services to adults?

Universities

Whether through Departments of Adult Continuing (or Community) Education, Extra-Mural or External Studies Departments, or within the framework of their general teaching and research, universities make provision for the education of adults. This provision ranges from Access courses, to part-time degree and certificate courses, to special projects for community groups and short courses of



15

liberal education. Most universities realise the importance of outreach work, and have a flexible approach to meeting the needs of adults. The first point of contact should be the Extra-Mural or Adult Education Department.

The Open University is particularly well known in the adult education world, as its work is geared to adults and its organisation developed to help people study, often in isolation and not always at undergraduate level. The OU has a range of courses for people who do not want a degree. These include packs of 'community education' courses and study packs for those who are unemployed.

Polytechnics and Institutes and Colleges of Higher Education

These newly-independent Higher Education Corporations also provide a wide range of learning opportunities for adults, and very often have Access and Community projects, which can be useful first points of contact.

Workers' Educational Association

The WEA is a democratic, voluntary organisation which runs both formal and informal courses for adults, often in association with other providers. It has a lot of experience in the design and negotiation of courses for local needs. Your local WEA Secretary will be listed in the telephone directory.

Residential adult colleges

These receive grant aid from central government and offer day and weekend courses and one and two year courses to adults in general, liberal and social studies. They provide 'second chance' education and often access to further education or training. They open up options, develop potential and study skills and increase personal confidence.

You may find that the needs of unemployed adults are high on their agenda and if you have a residential college in your area it is worth contacting it.

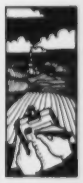
Voluntary bodies

There are a great many voluntary bodies involved in providing some form of educational service and they are certainly worth getting to know. They often provide a significant part of the service in rural areas. For some groups they may offer the most acceptable service.

This list includes some of the voluntary bodies which may be offering some educational service in your area. There are others.

- NACRO (National Association for the Care and Resettlement of Offenders)
- Women's Institute
- Young Farmers' Club
- Local churches
- Age Concern
- University of the Third Age
- Local arts association
- Trade unions
- Volunteer bureaux
- Councils of Voluntary Service
- Rural Community Council

Check your local library, Citizens' Advice Bureau or local authority for addresses and more leads. The *Year Book of Adult Continuing Education,* published by the National Institute of Adult Continuing Education, is an essential guide to all agencies involved in providing or promoting education for adults. It is updated annually, costs £5, and is available from **NIACE, 19B De Montfort Street, Leicester LE1 7GE.**



15

Department of Employment: the Training Agency

This body, recently formed after the demise of the Manpower Services Commission (MSC) and the Training Commission (TC), is responsible for the vocational training of adults and more specifically for programmes such as Employment Training (ET).

This programme, aimed at providing training to long term unemployed people, will operate in your locality through the Training Agent (TA) and the Training Manager (TM). The Training Agent provides assessment and guidance to the client on training needs and the Training Manager provides the training and organises employment experience. Training Agents and Managers are contracted to do this work by the Department of Employment: the Training Agency and will represent a cross-section of statutory and private organisations. The Job Centre will tell you who the TAs and TMs in your area are. Management of the scheme is the responsibility of the Department of Employment which will make arrangements locally for its organisation, for quality and development. From 1990 onwards the planning, delivery and evaluation of nearly all present adult and youth training will be managed locally through Training and Enterprise Councils (TECs), companies limited by guarantee to manage existing Training Agency funding.

Training Access Points and educational guidance for adults

Most people need help in deciding what form of education or training is useful for them and how they can fit it into their lives. Information about opportunities can be obtained from the Training Access Points (TAPs) database which operates in many areas. Mobile units can be brought into remote areas. Central government is providing money in some LEA areas to assist the establishment of more educational guidance services for adults which will be operated by the local education authorities.

There are many well-established educational guidance services for adults throughout the UK but these are largely situated in cities and large conurbations. The best way of finding out if a guidance service exists in your area is to contact either the local authority education offices, the careers service or the library. Information on your nearest service can also be obtained from NAEGS or UDACE, or from the listing in the *Year Book of Adult Continuing Education*.

The broadcasters

These perform a number of educational functions from broadcasting educational material, to liaising with professional educators, to producing back-up material for educational programmes. Both the BBC and the independent TV companies have Continuing Education Officers. If you want to contact them, write to the company concerned. Local radio usually has a producer with a brief covering educational matters — ring the station. Again, a full listing is in the *Year Book of Adult Continuing Education*.

Channel Four has a responsibility to ensure that a proportion of its broadcasting is of an educational nature. With the development of satellite television and new legislation on broadcasting the amount, content and responsibility for educational broadcasting is likely to change.

15

SOURCES OF USEFUL INFORMATION

ACRE (Action with Communities in Rural England)
Stable Yard, Fairford Park, Fairford, Gloucestershire GL7 4JQ

ADC (Association of District Councils)
9 Buckingham Gate, London SW1E 6LE

ADVANCE (Advice and Development for Volunteering and Neighbourhood Care in London)
Brixton Enterprise Centre, Bon Marche Building, 444 Brixton Road, London SW9 8EJ

Action on Long-term Unemployment
31 Clapham Road, London SW9 OJE

Action Resource Centre
CAP House, 9-11 Long Lane, London EC1A 9HD

Agricultural and Allied Workers National Trades Group
TGWU, 1 Smith Square, London SW1

Arkleton Trust
Langholm, Dumfriesshire DG13 OHL

BTCV (British Trust for Conservation Volunteers)
3 St. Mary's Street, Wallingford, Oxon OX1 OEU

Bedford Square Press (National Council for Voluntary Organisations)
Publications are available through bookshops or by post from Harper and Row Distribution Ltd., Estover Road, Plymouth PL6 7PZ. Personal callers may obtain them from NCVO.

British Tourist Authority
64 St. James's Street, London SW1

British Waterways Board
Melbury House, Melbury Terrace, London NW1 6JX

Business in the Community
227a City Road, London EC1V 1JU

CAWTU (Church Action with the Unemployed)
The Holywell Centre, 1 Phipps Street, London EC2A 4PS

CEI (Centre for Economic Initiatives)
140a Gloucester Mansions, Cambridge Circus, London WC2H 8PA

CoEnCo (Council for Environmental Conservation)
Zoological Gardens, Regent's Park, London NW1 4RY

CRAC Learning Materials
Hobsons Publishing plc, Bateman Street, Cambridge CB2 1LZ

Charities Aid Foundation
48 Pembury Road, Tonbridge, Kent TN9 2DJ

Charity Commission
14 Ryder Street, St James's, London SW17 6AH

Civic Trust
17 Carlton House Terrace, London SW1Y 5AW

Civic Trust for the North East
3 Old Elvet, Durham DH1 3HL

Civic Trust for the North West
The Environmental Institute, Greaves School, Bolton Road, Swinton, Manchester M27 2QX

Civic Trust for Wales
St Michael's College, Llandaff, Cardiff CF5 2YJ

Common Ground
45 Shelton Street, London WC2

Community Projects Foundation
60 Highbury Grove, London N5 2AG

Community Radio Association
01-582-8732

Conservation Foundation
Lowther Lodge, 1 Kensington Gore, London SW7 2AR

Copycraft
74 York Street, Glasgow G2 8JX

15

Council for Environmental Education
School of Education, University of Reading, London Road, Reading RG1 5AQ

Council for National Parks
45 Shelton Street, London WC2

Council for the Protection of Rural England
4 Hobart Place, London SW1W OHY

Council for the Protection of Rural Wales
Ty Gwyn, 31 High Street, Welshpool, Powys SW21 7JP

Country Landowners Association
16 Belgrave Square, London SW1X 8PQ

Countryside Commission
Countryside Staff Training Officer, John Dower House, Crescent Place, Cheltenham, Gloucestershire GL50 3RA

Countryside Commission Office for Wales
Ladywell House, Newtown, Powys SY16 1RD

Countryside Commission Publications
Despatch Department, 19-23 Albert Road, Manchester M19 2EQ

DES/Pickup -- see PICKUP

Directorate of Rural Affairs
Tollgate House, Houlton Street, Bristol BS29 2DJ

Department of the Environment
2 Marsham Street, London SW1P 3EB

Development Board for Rural Wales
(Mid-Wales Development)
Ladywell House, Newtown, Powys SY16 1JB

Directory of Social Change
Radius Works, Back Lane, London NW3 1HL

ECCTIS
PO Box 88, Sherwood House, Sherwood Drive, Bletchley MK3 6DL

Ecological Parks Trust
90 Linnean Society, Burlington House, Piccadilly, London W1V OLQ

Educational Centres Association
Chequer Centre, Chequer Street, London EC1Y 8PL

English Tourist Board
4 Grosvenor Gardens, London SW1W ODU

FEU (Further Education Unit)
2 Orange Street, London WC2H 7WE

FWAG (Farming and Wildlife Advisory Group)
The Lodge, Sandy, Beds. SG19 2DL

Forestry Commission
231 Corstorphine Road, Edinburgh EH12 7AT

Forestry Commission (Wales)
Victoria House, Victoria Terrace, Aberystwyth, Dyfed SY23 2DQ

Framework Press
St Leonard's House, St Leonardsgate, Lancaster LA1 1NN

Friends of the Earth Ltd
377 City Road, London EC1

Greenpeace
36 Graham Street, London N1

IBA (Independent Broadcasting Association)
Information Office, 70 Brompton Road, London SW3 1EY

INSTEP
Council for Education and Training in Youth and Community Work, Wellington House, Wellington Street, Leicester LE1 6GD

Interchange Books
15 Wilkin Street, London NW5 3NG

LEN (Local Employer Network) UK Network
Head Office, Provincial House, Solly Street, Sheffield S1 4BA

Leicester Diocesan Board for Social Responsibilty
278 East Park Road, Leicester LE5 5AY

Local Government Information Unit
1-5 Bath Street, London EC1V 9QQ

15

Local Government Training Board
4th Floor, Arndale House, Arndale Centre, Luton LU1 4AP

McGraw Hill
McGraw Hill House, Shoppenhangers Road, Maidenhead SL6 2QL

Mid-Wales Department — see Development Board for Rural Wales

Ministry of Agriculture, Fisheries and Food
Whitehall Place, London SW1A 2HH

NAEGS (National Association of Educational Guidance Services)
c/o Richard Edwards, Adult Studies Centre, College Road, Sittingbourne ME10 1LF

NCC (Nature Conservancy Council)
Northminster House, Northminster, Peterborough, Cambs PE1 1UA

NCC (Wales)
Plas Penrhos, Penrhos Road, Bangor, Gwynedd LL57 2LQ

NCVO (National Council for Voluntary Organisations)
26 Bedford Square, London WC1V 3HU

NEC (National Extension College)
18 Brooklands Avenue, Cambridge CB2 2HN

NFCO (National Federation of Community Organisations)
8-9 Upper Street, London N1 OPQ

NFU (National Farmers' Union)
Agriculture House, Knightsbridge, London SW1X 7NJ

NFWI (National Federation of Women's Institutes)
39 Eccleston Street, London SW1W 9NT

NIACE (National Institute of Adult Continuing Education)
19B De Montfort Street, Leicester LE1 7GE

National Association of Youth Clubs — see Youth Clubs UK

National Trust for Places of Histroric Interest and Natural Beauty
36 Queen Anne's Gate, London SW1H 9AS

National Youth Bureau (NYB)
17-23 Albion Street, Leicester LE1 6DG

Open College
St Mary's House, London Road, Sheffield S2 4LA

Open University
PO Box 188, Walton Hall, Milton Keynes MK7 6AA

PICKUP
Elizabeth House, York Road, London SE1 7PH

Penguin Books Ltd
Bath Road, Harmondsworth UB7 0DA

The Planning Exchange
186 Bath Street, Glasgow G2 4HG

Pluto Press
6A Noel Street, London W1V 3RB

Prince of Wales' Committee
6th Floor, Empire House, Mount Stuart Square, Cardiff CF1 6DN

Quartet Books Ltd
27/29 Goodge Street, London W1P 1FD

REPLAN Central Unit
19B De Montfort Street, Leicester LE1 7GE (0533 551451)

REPLAN North
REPLAN Office, Sixth floor, Eldon House, Regent Centre, Gosforth, Newcastle-upon-Tyne NE3 3PW

REPLAN North West
North West Regional Advisory Council for Further Education, The Town Hall, Walkden Road, Worsley, Manchester M28 4QE

REPLAN West Midlands
Peter Coates, West Midlands Advisory Council for Further Education, Norfolk House, Smallbrook Queensway, Birmingham B5 4NB

REPLAN Yorkshire and Humberside
Michael Chewter, YHAFHE, Bowling Green Terrace, Leeds LS11 9SX

REPLAN Eastern and East Midlands
Jenny Hunt, Sheraton House, Castle Park, Cambridge CB3 OAX

REPLAN London and South East
Regional Advisory Council for Further Education, Tavistock House South, Tavistock Square, London WC1H 9LR

REPLAN South and South West
Jacqui Buffton, Top Floor, Quay Head House, Colston Avenue, Bristol BS1 1EB

REPLAN Wales
Sandra Sherwood, Welsh Joint Education Committee, 245 Western Avenue, Cardiff CF5 2YX

Research Training Initiatives
18-20 Dean Street, Newcastle-upon-Tyne NE1 1PG

Routledge
11 New Fetter Lane, London EC4P 4EE

Rural Development Commission
11 Cowley Street, London SW1P 3NI

Scottish Community Education Council
West Coates House, 90 Haymarket Terrace, Edinburgh EH12 5LQ

Shell Better Britain Campaign
Red House, Hill Lane, Great Barr, Birmingham B43 6LZ

Tavistock Institute of Human Relations
The Tavistock Centre, Belsize Lane, London NW3 5BA

Teach Yourself Books
Hodder and Stoughton, Mill Road, Dunton Green, Sevenoaks TN13 1YY

Temple Smith
Gower House, Croft Road, Aldershot GU11 3HR

Town and Country Planning Association
127 Carlton House Terrace, London SW1Y 5AS

UDACE (Unit for the Development of Adult Continuing Education)
94B London Road, Leicester LE2 0QS

Unemployment Unit
9 Poland Street, London W1V 3DG

Volunteer Centre UK
29 Lower King's Road, Berkhamstead, Herts HP4 2AB

WCVA (Wales Council for Voluntary Action)
Llys Ifor, Crescent Road, Caerffili CF8 1XL

WDA (Welsh Development Agency)
Treforest Industrial Estate, Pontyprid, Mid Glamorgan

WEA (Workers' Educational Association)
Temple House, 9 Upper Berkeley Street, London W1H 8BY

WTB (Wales Tourist Board)
Brunel House, 2 Fitzalan Road, Cardiff CF2 1UY

Welsh Office
Crown Building, Cathays Pack, Cardiff CF1 3NQ

World Wide Fund for Nature
Panda House, 11-13 Ockford Road, Godalming, Surrey GU7 1QU

Youth Clubs UK
Keswick House, 30 Peacock Lane, Leicester LE1 5NY

What is 'REPLAN'?

Established in 1984, REPLAN is a central government programme, funded by the Department of Education and Science and the Welsh Office, with assistance from the Training Agency (formerly the Manpower Services Commission).

The programme has a remit to improve, increase and extend the educational opportunities available to unemployed adults, and to this end it works in partnership with a wide range of agencies, including local authorities, further education, and voluntary bodies. It is not primarily concerned with funding additional provision, but with encouraging providers to review, adapt and change in order to meet changed community demands.

The REPLAN programme operates through:

- a central management and planning unit
- a eight regionally based development and consultancy teams, offering a service to local authorities, statutory and voluntary providers of education, and a wide variety of other agencies and organisations concerned with unemployment, employment and training. These teams seek to identify and promote good practice and to assist in the development of strategies for change
- a national programme of staff development for staff from the wide range of agencies whose resources can be harnessed to meet the learning needs of unemployed adults
- a programme of publications designed to draw on REPLAN experience and to support and promote good practice in education for unemployed adults
- a programme of local development and curriculum development projects.

A milestone in the development of the REPLAN programme was the publication in 1985 of *Adult unemployment and the curriculum — a manual for practitioners* (A G Watts and E G Knasel, FEU), which provided a conceptual framework for those engaged in developing education for the unemployed.

This did not dwell solely on vocational aspects of education, but examined roundly what education in its broadest sense had to offer.

Within this framework, education was seen as having the potential to assist unemployed adults in five main ways:

- **employability** — to help unemployed people to develop knowledge, skills and attitudes which will increase their chances of finding and keeping a job
- **coping** — to help unemployed people to develop knowledge, skills and attitudes which will help them to cope with being unemployed
- **context** — to help unemployed people understand the industrial and economic context which gives rise to unemployment and to explore the ways in which individuals, communities and public policy can work to reduce it
- **leisure** — to help unemployed people to develop knowledge, skills and attitudes which will help them to make good use of their increased 'leisure' time
- **opportunity creation** — to help unemployed people to develop knowledge, skills and attitudes which will enable them to create their own livelihood.

Dramatic improvements in the scope and quality of learning opportunites available to unemployed people can often be made by individuals or small teams of workers in a local area.

This guide has been designed for Replan as a staff development tool for face-to-face workers in rural communities who are directly concerned with planning, creating, improving and sustaining learning opportunities for unemployed people in rural communities.

On the whole, these workers have even more acute problems than their urban counterparts in tackling these tasks. Demographic change, job mobility, decline in rural employment and population, scattered provision, poor facilities and transport difficulties all combine to further complicate the work in rural settings.

The material focuses strongly on collaborative methods, pratical approaches, and further sources of information, advice, training, and resources. It will be useful for staff developers, and the checklist format adopted is designed to facilitate its use in this way.